SITES OF TRANSLATION:
WHAT MULTILINGUALS CAN TEACH US
ABOUT WRITING, RHETORIC, AND TECHNOLOGY

By

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A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

Rhetoric and Writing—Doctor of Philosophy

2016

ABSTRACT

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Grounded in conversations within technical communication and rhetoric and composition, this project examines the rhetorical, cultural, and technological strategies enacted by multilingual participants during the process of translation. The researcher presents two case studies—one conducted with a student run bilingual news organization in Florida and one conducted with a professional translation office in Michigan—to argue that paying attention to the translation practices of multilingual communicators can help technical communicators and rhetoric and composition researchers understand, value, and highlight the assets of linguistic diversity in professional and academic contexts. Through the use of screencast data, video footage, and artifact-based interviews analyzed through community collaborations spanning across two years, the researcher visualizes complex layering of tools and strategies that multilingual communicators use as they transform information from Spanish to English and vice-versa. This project presents implications for technical communicators aiming to collaborate with translators to develop culturally-situated content, and for rhetoric and composition instructors and researchers who seek to make space for linguistic diversity in their classrooms.

ACKNOWLEDGEMENTS

There is nothing more collaboratively written than a dissertation. For me, this project, and more importantly the ideas and support that fuel it, are credited to a wide network of mentors, friends, colleagues, and family.

Surviving the academy long enough to even write a dissertation is no easy task, particularly for women of color. For me, working in the academy is a privilege entirely sustained through my powerful women mentors—women I call when I feel insecure, when I feel discouraged, when I need advice. Angela Haas, Estrella Torrez, Gabriela Rios, Elaine Richardson, April Baker-Bell, thank you for being the core of my academic identity. I look to you as ambitious examples of the work I hope to continue doing, both in the academy and in the communities around me. I look to you as my guides, both through your words and your actions. You are powerful leaders without whom many of us would not make it in this game. Thank you.

To my peers, the academic fam that literally built a wall of protection around me as I navigated challenges in and outside of my program: Ronisha Browdy, Heather Turner, Becca Hayes, Esther Milu, Suban Nur Cooley,Rebecca Zantjer, Lehua Ledbetter, Matt Gomes, Casey Miles, thank you for being the most genuine, caring colleagues. Thank you for standing up, speaking up, and protecting the hearts and minds of those around you, even before you protect your own. Thank you for teaching me how to be a mentor and a friend.

Ann-Shivers McNair, you are and will forever be my academic sister. Thank you for the calls, messages, “writing” retreats—the things that picked me off the ground and kept

me pushing forward at moments when I thought it was impossible. I am lucky to know you, and I look forward to building the careers we've been dreaming about.

The ideas that inspired this project would never have existed without the mentorship of the people who taught me to be a good teacher and role model, and without the students who allowed me to see myself through their eyes. Elizabeth Wardle, Blake Scott, Martha Marinara, Melody Bowdon, Pat Angley, Leslie Wolcott, Vanessa Calkins, Laurie Uttich, Camila Carro, Radharany Diaz, Paulina Dubov, thank you for teaching me how to be a researcher, mentor, and teacher, and for showing me I had a voice before I even knew how to hear myself. Thank you for pushing me forward while always providing support to fall back on. Thank you for showing me it's okay to follow my heart.

During the first year of my PhD program, like many other students, I had several identity "crises" as I struggled to find a place for myself and my ideas in the academy. I'll never forget reaching out to Liza Potts in one of these crises, during the busiest time of the *CCC* conference in Indianapolis. Liza told me to meet her for a drink immediately, where she looked me in the eyes and said, "of course you don't fit in—that's because we need you. Our field needs your voice." From the moment I met you, Liza, I admired the way you stood up for yourself and your ideas. After working with you over the last three years, I have grown to also admire the powerful way in which you also stand up for your students. Thank you for being the leader I needed as a student, and the collaborator I need as a colleague.

My committee, Stuart Blythe, Steven Fraiberg, Alex Hidalgo, thank you for being the most patient, supportive, and caring mentors in our department. Thank you for taking the

time to guide me through each step of this process, and for always acknowledging my needs as a human before my ambitions as a scholar. I believed in myself because you always believed in me.

In this project, I had the opportunity to work with two organizations that have completely transformed my life, the Hispanic Center of Western Michigan at Knightly Latino News in the Nicholson School of Communication at the University of Central Florida. I am immensely indebted to the particpants at these sites who became my family.

Sara Proaño, thank you for welcoming me to the Hispanic Center, and for telling me that I needed to join your community in order to truly understand your work. More importantly, thank you for welcoming me into your life, and for showing me what it means to build community. Thank you for being an incredible leader, colleague, and friend. Te quiero y te admiro mucho.

Carla Sanchez, thank you for sharing your stories, your smile, and your kindness with me. I could not have made it through this project without you.

Katie Coronado, thank you for letting me dream with you. For showing me what it means to build a sustainable mentorship model for Latin@ students. For showing me how to fight for your community through hard work, love, and dedication.

Many people know that one of the most important roles of the dissertation is to help you get the job that will allow you to continue growing your ideas. For me, the journey through the job market was a journey through the work of this project. Through this experience, I learned to communicate my ideas across contexts, and to tell the stories that built and sustain my work. I could not have done this successfully without the guidance of

the mentors who encouraged me to push forward, to find a home for myself and my ideas. Lilian Mina, Angela Haas, Juan Guerra, Anis Bawarshi, Angela Rounsaville, Stacey Pigg, Rebecca Walton, Emma Rose, Kristen Moore, Sara Alvarez, Isabel Bacca, Lavinia Hirsu, Jennifer Clifton, Susan Golab, and Jeff Grabill, thank you for being my job search, dissertation, and life support group. Thank you for attending my presentations and encouraging my work, reading my materials, sharing your knowledge (and beverages!), taking my calls, guiding my ideas and decisions. Thank you for being the network I relied on as I pushed forward. Thank you for being the people who looked me in the eye and told me I could do this. I'm excited to continue working in this field because of you.

To my boos Jennifer Sandoval and Bridget Rubenking, thank you for showing me how to be a badass professor and a caring friend. I continue learning from you and am forever grateful for your advice, your encouragement, and your love, both through this dissertation and through the tumultous transitions known as grad school.

Lauren Dellacona, Melissa Zamonis, Jodi Rodriguez, Nicole Woodard, Courtney Nordquist, Chris Conte, thank you for helping me build the foundation I needed to even begin envisioning myself in grad school. Our work "hell nights," family Christmases, and family lunch fund are the strength that still fuels my work.

I would have never considered getting a PhD if it wasn't for the smartest, bravest, and kindest doctor I know, mi Tia Lizzie. Thank you for being the rock that everyone in our family clings onto. Thank you for showing me how to succeed with your heart first.

To the best man in the world, the guy who taught me the definition of love and family,mi Robertito. Everything I do, I do for you and because of you. Thank you for always

reminding me who I am, even when I lose sight of myself. Thank you for being my best friend, my brother, and my baby. We have the world as long as we have each other.

When I was 7 years old, my papi told me that we were moving from Bolivia to Orlando. Although my whole family had already moved, my dad decided to join them in the U.S. only after he came to my dance recital. At this recital, my daddy saw that although (according to him) I was the best dancer, I was placed in the back of the dance line because I was the tallest one in the group. "We're going to the U.S. so you can have a place to shine, baby," he said, "A place where you can be in front because you're the best, not because you're the shortest." Daddy buddy, thank you for letting me shine. I shine brightest only through your eyes.

To my biggest cheerleader, mi mami, thank you for teaching me how to make a room light up with kindness and cheer. Thank you for always being my friend first, and for putting my happiness before anything else in the world. Thank you for holding our family together, and for not giving up even when everyone else does. I love you.

A mis otros papis, Tío Cristian y Tía Yiyi, gracias por su apoyo y su amor. No podría haber logrado nada sin ustedes, y sin mis princesas hermosas, Nadia, Bianca, y Juliana Joffre. Los amo.

Although many people saw, lifted, and supported pieces of me and this project throughout this process, no person has (literally) stuck by my side like my viejita Zula. For 12 years, you have selflessly shared your love, your warmth, your invaluable presence. I am lucky to be your mami and I cherish every day we have each other.

Victor, thank you for protecting, nourishing, and guiding my heart since the day we met. I look forward to continuing to build a life filled with laughs, noodles, 90s R&B, froyo,

movies, treats, trips, naps, and cuddles, all with you by my side. Thank you for completing my family, and for showing me I'm smart enough to change the world while still listening to Ja Rule.

This project is for gramps and Lala, the core of my being.

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CHAPTER 1: INTRODUCTION AND LIT REVIEW

I was born in Santa Cruz, Bolivia, the industrial hub of a plurinational[1] country with 42 nationally recognized languages. Set as the business center of the poorest country in South America, Santa Cruz is one of the only cities in Bolivia with semi-reliable internet connection and global business potential. In turn, Santa Cruz is the place where people from all over the country come to make money.

Figure 1: Business in the Streets of Santa Cruz, Bolivia

Each day, thousands of people come into the city of Santa Cruz from all over the country to sell products or provide services. As a result, walking through the streets of

[1] Plurinationalism is defined as the coexistence of different nationalities within a larger state. Bolivia is made up of nine departments, each of which have legal independence. As a result, each department can establish its official language(s), all of which are recognized as national languages in the country as a whole.

Santa Cruz, you will encounter several acts of translation, with over 42 languages interacting to set prices, discuss negotiations, and build connections. Often, common words are not available or necessary in these transactions. Instead, people use any available mode to communicate, using their bodies, drawing figures, texting, singing, dancing, chirping, clapping, whistling, twirling, laughing, all to help each other overcome complex linguistic negotiations. You see, in cases like these, translation is not just a classroom activity—it is a means for survival, as individuals rely on multilingual communication to sell products and make a living.

Having witnessed acts of translation my whole life, and after negotiating my own linguistic transitions as an immigrant in the US, I know multilinguals, through their lived experiences, have developed and practice cultural, and rhetorical and technical skills as they transform information across languages. As Lachman Mulchand Khubchandani (1998) suggests, when multilingual communicators "cannot rely on a shared language or grammatical norms, they align participants, contexts, objects, and diverse semiotic cues to generate meaning" (31). In this way, through their extensive experience adapting information, multilingual communicators develop a keen rhetorical sensitivity and communicative versatility, leveraging a wide range of semiotic resources to communicate when words alone are not sufficient or available.

In this project, I aim to highlight the activity of translation as a rhetorical practice, demonstrating the linguistic, cultural, and technological adaptations that multilingual learners must enact in order to communicate with audiences across languages. Drawing on research from technical communication, rhetoric and composition, and related fields, I aim to show what it is that multilinguals **do** as they transform information from one language

to another. In this way, through the stories of my participants, and drawing on my own experiences, I illustrate the communicative power that multilnguals contribute to contemporary classrooms and workplaces. By paying attention to process of translation, I suggest our fields can continue to move away from English-dominant ideologies that limit our potential as researchers, designers, and teachers. I aim to show the rhetorical power of translation in order to emphasize the value that multilingual communicators bring into our classrooms and workplaces.

In order to demonstrate how studying and understanding translation can benefit research and practice in both rhetoric and composition and technical communication, I'll begin this chapter by discussing the ways in which the activity of translation has been discussed across these two areas of study. As Grabill (2007) explains, studying the complex "knowledge work" of communities requires cross-disciplinary connections and resources. Since translation is an intricate activity with a wide range of implications, I choose to situate my study across disciplines, leveraging theories and frameworks that can help me honor and understand the complex rhetorical work of the multilingual communicators who were kind enough to be included in this project.

In this chapter, I'll I provide an overview of how translation as an activity has been theorized and studied in both academic and professional spaces. To do so, I first outline the terms, processes, and approaches currently used in technical communication and rhetoric and composition to describe and study translation activities. Through this overview, I argue that both technical communicators and writing instructors in rhetoric and composition could benefit from further studying the situated translation practices of multilingual learners.

TRANSLATION IN PROFESSIONAL SPACES: EMERGING THEORIES IN TECHNICAL COMMUNICATION

Because successful technical and professional communication relies on the creation and distribution of user-friendly information, issues of translation are at the core of this discipline. Translation, and in particular professionals who translate, have long been an integral part of technical communication. As Maylath et al. (2013) explain, "diversity, interdependence, ambiguity, and flux epitomize the conditions under which international professional communicators work today" (p. 68). Due to issues of mobility and globalization, technical communication must be adapted across languages more quickly than ever. It is no longer acceptable for many technologies and documents to be created in a dominant language (i.e., English) first and translated into other languages later (Batova, 2013). Instead, technical communicators and translators now work side by side, developing content that can be delivered in multiple languages simultaneously (Maylath et al., 2013). Thus, the importance of cross-cultural, multilingual communication has become integral to technical communication research and practice (Fraiberg, 2013; Gonzales and Zantjer, 2015; Maylath, Muñoz Martín, and Pacheco Pinto, 2016).

Translation, as Batova and Clark (2015) explain, was initially understood as the replacement of one word in one language with a similar word in another language, an "attempt to duplicate meaning interlingually" (p.223). Many early uses of translation functioned under the assumption that simply replacing one word in one language with a word in another language would adapt content to meet the needs of international users (Jarvis & Bokor, 2011). However, the simple one-to-one replacement of words from one language to another language may not account for cultural distinctions and sociocultural

contexts negotiated as ideas shift and move between people. In its early perspective, translation was defined based on the "finished product" of a technical text, without necessarily accounting for the work that goes into making appropriate linguistic **and** cultural transformations. That is, replacing one word with another does not necessarily translate the ideas, interfaces, and usability of a design.

The initial perception of translation as a word-for-word replacement process has been countered by technical communicators for some time (Agboka, 2013; Batova and Clark, 2015; Sun 2006; 2012; Walton, Zraly, & Mugengana, 2014). Batova and Clark (2015) describe localization as an alternative to the one-to-one translation process. Localization aims to "meet both linguistic and cultural expectations" of users," adjusting technical texts to the cultural, rhetorical, educational, ethical, legal, and other characteristics of readers and the global, national, and local contexts in which they interact with texts and products" (Batova and Clark 2015, p. 223). Hence, localization accounts for not only the replacement of words, but also the re-adaptation and negotiation of meaning that takes place as knowledge is exchanged between languages and cultures simultaneously. For example, while translation would involve revising the text of a website to convey the same ideas in a different language, localization, by contrast, would involve not only the translation of a website's text, but also the potential re-design of the sight to best address the expectations and usage patterns of individuals from another culture (Gonzales and Zantjer, 2015).

Through her discussion of text-messaging practices in China, Sun (2006; 2012) extends work in localization to propose what she calls "Culturally Localized User-Experience" (CLUE). To Sun (2006; 2012), culturally-localized user-experience requires simultaneous translation and localization. By conducting an ethnographic study to explore

how international users adapt technologies to meet their shifting needs in local contexts, Sun (2012) shows us how multilingual users are experts at simultaneous translation and localization. For example, when internet speeds are slowed or censored in China, participants in Sun's study used text-messaging instead of emails, hence transforming (or translating/localizing) the use of these technological resources.

Translation, through Sun's (2012) definition, means the adaptation and repurposing that users partake in as they move technologies between cultural contexts. Sun (2012) is particularly interested in the translation methods of users who are not necessarily professionally trained. That is, she makes an argument for the value of "user-localization" as opposed to "developer-localization," explaining that paying attention to how everyday users adapt technologies across cultures is a valuable resource for professional developers and technical communicators. Agboka (2013) is also interested in the localization practices of everyday users, which he calls "participatory localization" (p. 42). He argues that analyzing how users translate and localize designs in local contexts can help technical communicators "further question issues of ideology, power, economics, and politics" in the countries where our technical documents and designs are disseminated (p. 42). Hence, both Sun (2012) and Agboka (2013) push technical communicators to study the translation and localization practices of users in local contexts.

In their recent discussion of an international community-based research project in Rwanda, Walton, Zraly, & Mugengana (2014) also make a case for the value of translation work. Unlike Sun (2006; 2012), however, Walton, Zraly, & Mugengana (2014) highlight the role that professional translators can and should play in international research projects. Walton, Zraly, & Mugengana (2014) contend that researchers can no longer think of

translators as additions to a research project who come in at the end and make the work accessible in other languages. Instead, Walton, Zraly, & Mugengana (2014) explain that translators must be acknowledged as "co-constructors of meaning" in research projects, contributing just as much intellectual work and validity as other members of their research team. As the researchers explain, "When translators operate as co-researchers, they strengthen the trust-worthiness and rigor of qualitative research," leading to more contextualized results (Walton, Zraly, & Mugengana, 2014, p. 50).

Although there is still a distinction between professional translators and individuals who translate as part of their everyday communication, the work of Walton, Zraly, & Mugengana (2014), Agboka (2013), and Sun (2006; 2012) shows us that the practice of translation (by both professional translators and everyday users) requires extensive rhetorical work that should be valued in professional contexts. Translation is no longer just an activity to be outsourced, but is rather an important practice to be embedded within technical communication more broadly.

Taking into account the connections between translation and technical communication, scholars have recently called for a "converging of fields" between translation and technical communication (Maylath, Muñoz Martín, & Pacheco Pinto, 2016; Ding & Li, 2016). In their introduction to a special issue of *Connexions Journal* focused on translation and technical communication, Maylath, Muñoz Martín, and Pacheco Pinto (2016) explain, "some research reveals that the fields of translation and professional communication are converging, as practitioners initially trained in one field seek cross-training in the other" (p.4). While U.S. based technical communication programs tend to make translation work invisible or irrelevant to the training of new technical

communicators (Maylath, Muñoz Martín, and Pacheco Pinto, 2016), programs in countries outside of the U.S. have been emphasizing the connections between translation an technical communication for many years. Indeed, at the 2016 *Conference on College Composition and Communication*, Xiaoli Li and Huiling Ding explained that technical communication programs in China already embed extensive training in technical translation, where students are taught both to translate language and to think about how this translation work requires a reconfiguration document and system design. In this same presentation, Ding and Li also illustrated how businesses in countries outside of the U.S. have been developing multilingual content for quite some time. In turn, these international companies need technical translators, technical communicators, and information architects who can work together to design global-ready content. Following this growing awareness of the connections between translation and technical communication, the call for international technical communication training that emphasizes translation continues to rise (Yajima & Toyosaki, 2016; Maylath, Muñoz Martín, and Pacheco Pinto, 2016).

As a field, technical communication has made great progress acknowledging the value of translation in professional spaces. Technical communicators understand the need to adapt information to meet the needs of diverse audiences in varied contexts. However, while technical communicators recognize the importance of translation and localization (Agboka, 2013; Sun, 2006; 2012; Walton, Zraly, & Mugengana, 2014), "sadly, U.S. technical communication scholars are still grappling with the problems of using English in generating or translating technical communication products across boundaries of national culture and language" (Jarvis & Bokor, 2011, p. 210). That is, technical communication research has helped us understand the importance of translation, but we are still working

to develop best strategies and methods for completing and teaching translation successfully.

Recent calls to converge the fields of technical communication and translation emphasize the role that translation plays in successful technical communication work, calling for further collaborations between technical translators and technical communicators in both industry and academia. As we continue building these relationships across specializations, I argue that it is important for technical communicators to further understand what it is that technical translators do as they transform information across languages. In order to build ethical, sustainable relationships between translators and technical communicators, it's important for both parties to value and understand the work of one another. As Maylath, Muñoz Martín, and Pacheco Pinto (2016) explain, the field of translation studies has been making efforts to collaborate with technical communicators for quite some time. However, as the authors of the special issue of *Connexions Journal* (2016) illustrate, technical communication scholarship, particularly stemming from the U.S., has a lot of work to do to "catch up" on the current conversations and practices within translation studies (Yajima & Toyosaki, 2016). Better understanding the rhetorical practices of translators, I argue, can be a generative step in helping technical communicators build successful and increasingly invaluable partnerships with translators. Learning more about multilinguals' translation practices may lead us to develop adaptable methods for overcoming communicative challenges in technical communication work, specifically by teaching us how multilinguals reach broad, multicultural and transnational audiences through their work.

FROM (AND BETWEEN) WORKPLACES TO CLASSROOM: TRANSLATION IN RHETRORIC AND COMPOSITION

While translation is directly referenced as an activity in technical communication, the study of translation in academic spaces has functioned largely at a level of theory (Guerra, 2012). That is, the term "translation" in itself is rarely used in reference to classroom contexts, particularly within rhetoric and composition. Instead, in order to make spaces for students from various linguistic and cultural backgrounds, scholars in rhetoric and composition have developed critical frameworks and policies for theorizing language. These frameworks help students and teachers resist dominant discourses and discriminatory practices against multilinguals or against students who speak various varieties of English (Perryman-Clark, Kirkland, & Jackson, 2014; Smitherman and Villanueva, 2003; Wolfram, 1974). In this section, I'll provide an overview of the theoretical frameworks used to describe language difference in rhetoric and composition, before moving on to explain how I will be defining and analyzing translation in this project.

CODE-SWITCHING

Since their work in the 1970s, scholars like Geneva Smitherman (1977) and Walt Wolfram (1974) have been advocating for the communicative practices of "students from the margins" (Smitherman and Villanueva, 2003, p. 20). As Smitherman (2003) explains, students from the margins (i.e. student of color, students who do not speak English or "standard" varieties of English) "[do] not [necessarily] have command of the grammar and conventions of academic discourse/"standard English" (Smitherman and Villanueva, 2003, p.20). However, students from the margins, due to their lived experiences, have "other communicative strengths--creative ideas, logical and persuasive reasoning powers,

innovative ways of talking about the ordinary and mundane" (Smitherman and Villanueva, 2003, p. 20). These communicative strengths include translation activities, as "students from the margins" move between languages and dialects to communicate in classroom spaces.

As early as 1974, when the "Students Rights to their Own Language" resolution was being implemented by the *CCC* to protect the use of "non-standard" Englishes in college classrooms, scholars were describing the movement between varieties of English as "code-switching" (Smitherman, 1977; Wolfram, 1974). In many ways a form of translation, code-switching describes the process by which individuals move between Standard American English and other dialects, varieties, and languages (particularly African American Language). This movement is what Wolfram (1974) describes as "fluctuating forms." Advocating for the value of code-switching, Smitherman emphasized the need to teach students to acknowledge their linguistic repertoires, and to learn how to draw on adequate linguistic resources to communicate with specific audiences in specific rhetorical contexts.

CODE-MESHING/MASHING

Stemming from and in some ways in opposition to code-switching, scholars like Vershawn Ashanti Young (2004) and Alistar Pennycook (2003) proposed the alternate "code meshing" model to theorizing linguistic diversity. Proponents of this framework suggest that code-meshing, or "blending minoritized dialects and world Englishes with Standard English—is a better pedagogical alternative than code-switching in the teaching of reading, writing, listening, speaking, and visually representing to diverse learners" (Young and Martinez 2011, n. pag.). In contrast to Smitherman's proposition that students be taught to understand and value both Standard American English and dialects like

African American English, Young (2009) suggests code-meshing " holds that peoples' so-called 'nonstandard' dialects are *already f*ully compatible with standard English. Code meshing secures their right to represent that meshing in all forms and venues where they communicate" (p. 62). Hence, rather than advocating for a "switching" between languages, code-meshing models emphasize students' rights to blend and mix codes in all communicative instances.

Code-meshing encourages individuals to combine languages to use the "full quiver" (Selfe, 2009) of their semiotic resources to communicate, rather than having to conform to linguistic standards in any specific context. In this way, rather than referencing (or necessarily valuing) translation, code-meshing models are used by scholars like Young and Martinez to further unbind our discipline from our historical preference of Standard English. If we want to truly welcome the communicative practices of students from the margins, these researchers argue, then we must make all languages and dialects valued in our classrooms. We should not push or encourage students to translate, but should instead adjust our expectations for listening and reading academic work.

In addition to advocating for the mixing of languages, code-meshing models also point to the ways individuals draw on a variety of other semiotic resources (e.g., images, media) to communicate (Canagarajah, 2013; Pennycook, 2003). Translation, in this sense, extends beyond the changing of ideas between languages, making room for the blending of other communicative resources. Meshing or "mashing" communicative codes including languages and modalities, allows us to better understand how linguistic and cultural "flows or scapes are co-constituted in everyday reading, writing, speaking, and design practices"

(Fraiberg, 2010, pg. 104). In this way, code-meshing encourages teachers and students to blend languages, modalities, and other resources to convey their ideas.

TRANSLINGUALISM

Continuing a move away from the limitations of "Standard English," the "translingual turn" in composition recently emerged to help rhetoric and composition scholars and teachers understand the movement and blending of languages within their classrooms and programs. The "translingual approach" to writing and writing pedagogy described by Horner, Lu, Royster, and Trimbur (2011) addresses "how language norms are actually heterogeneous, fluid, and negotiable," hence "directly counter[ing] demands that writers must conform to fixed, uniform standards" (p. 305). Proponents of translingualism push researchers and teachers to value ""how writers deploy [and combine] diction, syntax, and style, as well as form, register, and media" (Horner, Lu, Royster, p. 304).

Proponents of translingualism aim to break "false binaries" such as "monolingual versus monolingual" by suggesting that "negotiation and change are inevitable" in all language acts (Matsuda, 2014, p. 480). Hence, the translingual framework to understanding the movement between languages suggests that all communication involves the adaptation of languages for specific audiences, consequently making all speakers what would typically be considered "multilingual." In this way, translingualism helps rhetoric and composition scholars and teachers continue breaking away from the "single language/single modality" conception of writing that previously constrained the discipline (Selfe and Horner, 2013). These theoretical frameworks for understanding and valuing linguistic diversity continue shaping our disciplinary policies to acknowledge and welcome all forms of communication.

BRIDGING CONTEXTS, BUILDING METHODS: TOWARDS A SITUATED STUDY OF TRANSLATION

In tracing the discussion of translation as an activity within classroom and professional spaces, I have shown that both technical communication and rhetoric and composition scholars are making strides toward understanding the important contributions of multilinguals. As these scholars suggest, translation is an intricate, rhetorical activity that encompasses cultural knowledge, a wide range of semiotic resources, and an inherent communicative flexibility that allows individuals to adapt information across contexts. At the same time, as these studies also point out, there is a lot of work to do to help us understand not only that individuals *do* move between languages, but also *how* and *why* these individuals decide to make these transitions at specific moments in time. Indeed, in both rhetoric and composition and technical communication, recent calls have been made for more research that illustrates the specific rhetorical choices that individuals make as they transform information across languages (Guerra, 2012; Maylath, Muñoz Martín, and Pacheco Pinto, 2016; Milson-Whyte, 2013; Worden, 2013).

In his piece, "From Code-Segregation to Code-Switching to Code-Meshing: Finding Deliverance from Deficit Thinking through Language Awareness and Performance," Juan Guerra (2012) draws a distinction between what he describes as "policy issues" in regards to theorizing language and what he deems to be "a matter of practice" in language negotiation. Opening with an anecdote in which he uses academic English, Spanish, and a blend of the two languages, Guerra (2012) shows how individuals who draw on a wide range of linguistic resources to communicate make thoughtful, deliberate choices about

what language(s) to deploy in a specific rhetorical situation. These choices are grounded in broader cultural histories that influence how multilnguals perceive their own communicative abilities in the face of constant linguistic and cultural discrimination. As Milson-Whyte (2013) explains, linguistic moves "are sometimes motivated by social dictates, by ignorance, by desires to make one language contest or complement another, or to achieve other specific purposes, or for no apparent reason" (p. 116). Hence, it's not enough to acknowledge that linguistic moves like code-meshing exist, and that these linguistic movements should be valued and embedded in our classroom practices. Instead, we should continue working to understand how and why these moves are enacted in specific contexts at specific times. This will in turn help us more intricately understand the work of moving between languages, and the extensive historical factors that influence how multilinguals make linguistic choices in specific moments in time.

In technical communication, recent calls have also been made to increase our focus on translation. As Maylath, Muñoz Martín, and Pacheco Pinto (2016) argue, "Despite diverse attempts at acknowledging the importance of approaching professional communication as translation or as involving translation-related skills (e.g., Hoft 1995; Weiss 1997, 1999; Melton 2008), translation often remains invisible both in the literature and in the training of (international) professional communicators" (p.4). While technical communicators have metaphorically been described as translators since the 1990s (Hoft 1995; Weiss 1997), Maylath, Muñoz Martín, and Pacheco Pinto (2016) argue that these metaphorical references to translation have moved us away from further understanding the literal practice of translation itself.

As these authors explain, "The extant literature that actually addresses translation usually tends to emphasize, and concentrate on, localization issues, and it often draws from functional approaches to translation as production of a communicative message or instrument" (e.g., Vermeer 1996; Nord 1997; Reiss 2000) (Maylath, Muñoz Martín, and Pacheco Pinto, 2016, p. 4). In technical communication, Yajima & Toyosaki (2016) explain, more work is needed to help us understand the intricacies of translation in the context of "the hegemonic nature of languages" (p. 92). That is, technical communication scholars are pushing for a "critical turn" in research on translation, one that allows us to further "construct a figure of translators as ethical mediators" in technical communication work (Yajima & Toyosaki, 2016, p. 93).

Having had the opportunity to research conversations on translation from both a technical communication and a rhetoric and composition perspective, I can see the value in both theorizing linguistic difference and in pushing to develop strategies to more effectively enact translation in practice. For technical communicators, the emphasis on developing translation strategies to facilitate localization and the dissemination of global-ready content has limited our attention to how power, culture, and history play a role in translation activities (Agboka, 2013; Yajima & Toyosaki, 2016,). In rhetoric and composition, extensive work has been done to make spaces for linguistic difference in our classrooms and pedagogies, leaving room to further explore the specific strategies used by multilingual communicators during the language transformation process (Guerra, 2012; Milson-Whyte, 2013; Worden, 2013). In this project, I aim to expand research in translation from both a technical communication and a rhetoric and composition perspective, specifically by studying the contexts (physical, digital, and cultural), tools (rhetorical,

technological, and embodied), and strategies that multilingual communicators use to transform information across languages through their translation practices. In the following chapter, I'll discuss how I studied translation at two different research sites, gaining a wider understanding of what translation is, what it entails, and what it can contribute to our work in both academic and professional contexts.

CHAPTER 2: METHOD

In this project, I aim to highlight the rhetorical power of multilingual communication, specifically by analyzing processes of translation as they are enacted by participants at two research sites. After tracing conversations about the activity of translation in both rhetoric and composition and technical communication in Chapter 1, I found the following:

1. Rhetoric and composition scholars have been developing critical frameworks to theorize the movement between languages since the 1970s (Smitherman, 1977; Wolfram, 1974). These frameworks (e.g., code-switching, code-meshing, translingualism) have helped writing teachers and scholars move away from static conceptions of writing limited to Standard American English (Canagarajah, 2013; Pennycook, 2008; Young, 2011).
2. In technical communication, conversations about translation are typically related to developing effective practices for the creation of global-ready content (Batova and Clark, 2015). Recently, researchers in technical and professional writing have emphasized the value of everyday users in the development of effective translation, shifting conversations from a traditional conception of translation to a focus on localization strategies (Agboka, 2013; Sun, 2006; 2012).
3. While these conversations have been incredibly useful in helping us understand how users adapt information and technologies across contexts, recent work in technical communication has also emphasized the need to further understand the activity of translation in itself (Muñoz Martín, and Pacheco Pinto, 2016).

In this chapter, I will discuss how I use work in both rhetoric and composition and technical communication to study translation as a situated practice. In this way, I expand understandings of translation in both fields, specifically by showing what it is that multilnguals do as they transform information across languages. To do this, I will first make clarifications about the specific terms I use in this project to define translation. I will then discuss the specific methods used in this study to understand translation as a rhetorical practice.

DEFINING TRANSLATION

In this project, I use the word *translation* to describe how multilingual communicators transform information from one language to another. As I have demonstrated, the activity of translation has been theorized in different ways within both technical communication and rhetoric and composition, leading to the development of terms like "localization," "translingualism," and "translanguaging" (among many others). In this project, I choose to use the term translation for several reasons—First, I want to reclaim the word translation to specifically reference the rhetorical power of multilingual communicators. That is, the word translation has been used metaphorically for decades to describe the work of technical communicators. Since the 1980s, for example, technical communicators have broadly been described as "translators," those expert individuals who transform complex information into lay terms for the general public (Weiss, 1997). While these metaphorical uses of the word translation were helpful, I want to use the word translation specifically in reference to the expertise of multilingual learners, those individuals who are often placed in deficit positions due to their difficulties communicating in standard English. Multilingual communicators have historically been positioned as the

non-experts, the people who need information from the English-speaking experts. To flip this model, in turn, I aim to reclaim the term translation in a way that adequately credits the intellectual work of multilingual communicators.

In addition to shifting perceptions of expertise, I use the word translation in this project due to its applicability both in and outside of academic contexts. Since my project bridges conversations in both academic and professional settings, and because the conversations reflected in this project span across languages, cultures, and contexts, I use the word translation as a central reference point that can be understood by both academic, professional, and public audiences. While all of my participants may not understand the intricate differences between "translingualism" and "code-meshing," for instance, the word translation signals an activity that is familiar to a wide range of audiences, particularly when conversing with multilingual communicators with experience in this activity.

When I use the word translation in this project, I am referencing the activity of transforming information from one language to another. Activities like localization, code-meshing, and code-switching, are often a part of this process, as multilingual communicators make rhetorical decisions about how to successfully translate for their audiences. Indeed, through my experiences with translators working in low-budget organizations, I found that translators often play the role of localizers and designers as part of their translation work. In turn, for the purposes of this project, I use the term translation to reference the entire adaptive process that multilnguals in my case studies engage in as they transform information across languages. I don't always draw specific distinctions between translation and localization, primarily because my participants don't make these distinctions. Instead, localization activities are seen as part of successful translation work.

RESEARCH QUESTIONS

The purpose of this project is to understand the rhetorical practices that multilingual communicators use to translate information from one language to another. To understand these practices, my study centers on the following questions:

RQ. 1: What rhetorical practices do multilingual communicators use to translate information?

RQ 2: What tools and strategies (technological, cultural, digital) do multilingual communicators use during their translation processes?

In order to answer these research questions, I employed methods used to study composing processes in both rhetoric and composition and technical communication. I wanted to not only understand how my participants describe their translation processes, but to also visualize the intricacies of this process in order to make an argument for their importance. One of the primary objectives of this project is to visualize translation in order to make a space for this activity both within rhetoric and composition and technical communication. For this reason, I combined methods across disciplines to both inform and contextualize my findings.

In Table 1, I provide an overview of sample studies used to study translation in both professional and academic spaces. While this list is by no means exhaustive, what I want to illustrate are the similarities in the methods our fields have used to study translation. As evidenced in Table 1, many studies exploring the activity of translation (in both rhet comp and tech comm) have relied heavily on interviews, observations, and analyses of texts or other artifacts. While these methods are incredibly valuable and have contributed greatly to our understanding of linguistic diversity, these methods also seem to privilege the

"product" of translation rather than valuing the process. For example, Leonard (2014) studies rhetorical attunement by analyzing students written products and interviewing them about their translanguaging practices. Canagarajah (2010) similarly studies his students' translanguaging practices through their written products. New methods, such as Berry, Hawisher, and Selfe's (2012) use of video recordings to capture student narratives are pushing toward a more situated study of translation. However, Barry, Hawisher, and Selfe (2012) provide their research participants with cameras and ask them to share narratives, without necessarily applying a coding method or analysis procedure to examine these videos.

In technical communication, the focus has remained on studying translation and localization for the purposes of helping technical communicators and designers develop global-ready content. However, only recently have scholars started to make a case for the value of the multilingual people negotiating languages as part of technical communication work. In the recent issue of *Connexions Journal* focused on translation and technical communication, Anne Ketola (2016) uses translation diaries—"reports on the problems encountered, the strategies employed to solve them, and so on—written about the translation process" to understand how participants employ a wide range of semiotic resources as they translate information (p. 14). Ketola (2016) emphasizes the cultural backgrounds and histories of translators who participate in this language adaptation work. As Ketola (2016) illustrates through this project, visual, embodied, and multimodal accounts of translation is an area that deserves more attention in technical communication research.

Table 1: Research Methods Used to Study Translation in Academic and Professional Spaces (samples from 2009-2016)

Author	# of Participants	On-Site observations/field notes	Inter-views	Auto-ethno-graphy/ Story-telling	Textual/ Artifact analysis	Surveys
Alvarez (2014)	10 families (10 mothers, 22 children)	x	x		x	
Agboka (2013)	23	x	x		x	
Barton & Lee (2013)	Various	x	x	x	x	
Berry, Hawisher, & Selfe (2012)	12		x	x	x	
Canagarajah "Negotiating" (2009)	1 class (# of students not specified)	x	x		x	
Canagarajah (2010) "The Rhetoric of Shuttling..."	1				x	
Fraiberg (2010)	5 (though unspecified. may be more)	x	x	x	x	

Table 1 (cont'd)

Karsh (2009)	10	x	x	x	x	x
Ketola (2016)	8		x		x	
Leonard (2014)	6		x		x	
Maylath et al. (2013)	57	x	x			
Sun (2012)	5	x	x	x	x	
Torrez (2013)	3 families		x	x	x	

As a whole, the research presented in Table 1 has tremendously helped us understand that multilinguals are moving between languages in intricate ways, both in classrooms and in their professions. However, I argue that as we continue working to understand translation, we should expand the methods through which we study this activity. In the following sections, I will expand on the methodology and the methods used to capture, analyze, understand, and present the process of translation at two different research sites.

METHODOLOGY

I approach this project with an emphasis on community and civic engagement models as presented by Estrella Torrez (2014; 2016) and Jeffrey Grabill (2007). These models teach me to value community knowledge as intellectual contributions to research (Grabill, 2007), and to center participants' stories as integral parts of community literacy (Torrez, 2016). To study the practices of translation, I built relationships with my

participants before I began collecting any type of data. I honor my personal experience moving between languages as a lens from which to study translation in practice. In this way, I draw on Torrez (2014) model of civic engagement by layering practice and passion in my research, providing space for my participants and myself to share the stories that frame my findings.

I use the Latin@ practice of testimonios (testimonies) to make space for accounts of my participants' lived experiences (Torrez, 2016). Testimonios are stories told to reflect and represent the historical experiences of marginalized people (Torrez, 2016). While I aim to collect, analyze, and present data in empirical ways, I also want to be clear about my own positionality as a Latina researcher, giving me a unique perspective and relationality to my participants' stories. I want to honor the relationships among and between my participants first and foremost, using the data collected as a way to present stories in collaboration with the individuals who shaped this project. With this methodology in mind, I will now move on to discuss the specific methods employed in collecting and analyzing data for this project.

METHODS

While the communicative power of multilinguals has been studied and highlighted for decades, my goal is to build on these conversations by visualizing what it is that multilinguals DO as they move across languages. I want to move from simply analyzing final products of translation to visualizing the processes and practices of translation themselves. To do this, I employ visual methods for both my data collection and data analysis.

Many scholars in rhetoric and composition and technical communication have discussed the value of visual methods and methodologies (Brumberger, 2005, McKee and

DeVoss, 2007, Hawisher, Selfe, Berry, and Skjulstad, 2012). As Hawisher, Selfe, Berry, and Skjulstad (2012) explain, visual methods, and in their case the use of video recordings, "add additional semiotic information and more to alphabetic representations of research" (n.pag.). In addition, visual research methods can support data collection and analysis in ways that account for and highlight the embodied and embodying nature of interactions (Shivers-McNair and Gonzales, forthcoming). In this project, I use video methods to both collect visual data through video recording and screencast data, and to present my findings in the form of short video clips and visual diagrams. In Table 2, I provide an overview of the specific methods used to collect visual data in this project.

Table 2: Methods used to Study Translation in this Project

Method	**Amount Collected**	**Description**
Screencast recordings	30 hours	Screencast recordings allow researchers to record participants computer screens as they compose (Slattery, 2007; Pigg, 2014). Using screencast data to analyze translation practices allowed me to better understand "what is going on at that moment when people put pencil to paper, fingers to keyboard" (Sánchez 234). This situated method was particularly useful for analyzing how participants coordinated digital resources to translate.
Video footage	403 hours	Although screencast recordings allow me to see what participants are doing on their computer screens, this method was not sufficient in accounting for participants' embodied practices (Pigg, 2014). For this reason, I installed video cameras at my two research sites to record not only what participants were doing as they translated on their computers, but also to see how participants were using their bodies to transform information.

Table 2 (cont'd)

Artifact-based interviews	16 hours	While the screencasts provided an illustration of participant's digital movements (e.g., mouse-clicks, typing), the screen casts do not provide insights into participants' motivations for making these moves. That is, the screencast data allowed me to see what sources and tools students were using to translate, but they did not explain why participants chose to use these resources (See Blythe and Gonzales, 2016). For this reason, each of the participants was asked to participate in a follow-up artifact-based interview, where participant and I watched the screencasts together and discussed why the participant chose to make specific moves during the digital translation process. For example, I asked, "Why did you decide to use this particular definition, or not? Why did you go to that website?" In this way, artifact-based interviews provided us me an additional layer of analysis for understanding my participants' translation practices.
Field observations	N/A	In addition to the video footage and screen recordings, I used a field notebook to write down specific moments of translation during my observation at two different research sites. Using this notebook to sketch specific instances and to write timeframes during the video recording allowed me to streamline my analysis and to make space for my own interpretive lens during the data collection process.
Total	449 hours	

As evidenced in Table 2, the visual methods employed in this project yielded 449 hours of data, not including the 10 months of physical observation and the 5 years of relationship building encompassed in the various stages of this project. While my video recording methods rendered a substantial amount of visual data, one of the challenges I faced was deciding on a method to analyze this footage. In the following section, I'll discuss my data analysis methods.

DATA ANALYSIS

Through the suggestion and guidance of Stuart Blythe, I turned to the digital coding software ELAN (https://tla.mpi.nl/tools/tla-tools/elan/) to help me analyze exactly what

my multilingual participants were doing as they translated information. ELAN is a digital transcription and coding tool developed by the Max-Planck-Institute for Psycholinguistics (MPI). Developed by linguists, ELAN is inherently designed to account for the fluidity and flexibility of language. Rather than constraining each instance or iteration to one specific code, ELAN allows researchers to identify one instance or activity as pertaining to multiple layers of codes, known as "tiers."

While coding categories are typically intended to be mutually exclusive and exhaustive (Blythe, 2007), layered coding provides a more contextualized way to analyze visual data (Gonzales, 2015). These layers, or "tiers" can be applied simultaneously to a specific section of video data, resulting in "complex referential structures" to code both "speech and gesture modalities" (Brugman and Russell 2014 qtd. in Gonzales 2015). During this project, I was able to use ELAN's tiered coding approach to analyze translation in various simultaneous layers. In this way, by using ELAN, I was able to see (and make an argument for) the layered, iterative work that translators engage in as they adapt information. I didn't have to rely just on what translators were saying or just on where translators were clicking during their translation process. Instead, using ELAN, I could account for these factors while also considering how translators were moving across their office space and how they were interacting with other humans, tools, and technologies. I used ELAN to triangulate my analysis, combining my own interpretation of participants' translation practices with the participants' input gathered during our artifact-based interviews (See Blythe and Gonzales, 2016).

Using ELAN, I went through 3 rounds of coding to analyze my data. The major unit of analysis used during my first round of coding is what I call *translation moments.* Drawing

from Alvarez's (2014) discussion of "translanguaging events" as analytical units for examining how multilnguals transform ideas across languages, translation moments are those instances where multilinguals pause, where we question, "Should I use this word or that word? Would it be better to say it this way or that way?" As I will demonstrate in this project, translation moments are the spaces in which the rhetorical power of multilingualism comes into action, as individuals deploy any and all semiotic resources available to make a decision about how to adapt information from one language to another.

During my first round of coding, I used ELAN to identify all translation moments in my video data. After the first round of coding, I used a preliminary coding scheme developed during a pilot study intended to help me identify a wide-range of strategies multilinguals used to translate information (see Gonzales and Zantjer, 2015 for a discussion of this pilot study). During this second round of coding, I also made note of any categories that emerged "in vivo" as I watched my video footage. In the third and final round of coding, I verified my initial counts of the coding strategies while finalizing the list of micro level codes. Table 3 presents a list of all codes and descriptions developed through my data analysis.

Table 3: Coding Categories and Descriptions

Code	Description
Use of Digital Translation Tools	Digital translation tools used by participants in this project include Google translate, Linguee, a Spanish-English dictionary, and Word Reference, a bilingual synonym finder.
Deconstructing	Deconstruction strategies include word conjugation or adaptation, when participants take an initial word and adapt it to meet the context of a single sentence or section in the translation.
Gesturing	Gesturing strategies include the "gesticulations on the fly" (McNeil, 2012) made by participants as they discuss a word or phrase during a translation moment.
Reading Aloud	Reading aloud strategies are used by participants when they are making sure if their translation "makes sense" in the context of an entire document. Participants frequently read their translations aloud several times to ensure accuracy.
Negotiating	Negotiating strategies were often used in conjunction with the use of digital translation tools. Participants negotiated when they were deciding between possible options for translating a single word.

Table 3 (cont'd)

Storytelling	Storytelling took place when participants would have a conversation about how to translate a specific word or phrase. In these instances, participants would tell stories about how they have heard or used a word or phrase in the past.
Repeating	Often, participants would repeat a word or phrase several times during a translation moment. Through this repetition, participants cued their own indexed cultural knowledge, deciding which word "sounded right" based on the ways in which they have heard that word be used in previous contexts.
Sketching	Sketching strategies were used when participants tried to make sense of a word by drawing a figure or object. Sketching strategies were often used when participants tried to explain a concept to another translator in order to come to a common understanding.
Intonation	Intonation strategies include voice inflections used by participants as they identified potential translation options. Participants would raise or lower the pitch of their voice as they said a word in order to cue their memory of how they have heard a word be used in their past experiences.

Through my analysis of translation moments as they were enacted by participants at two various research sites, I 2nd tier codes in my data. These codes represent the various

tools and strategies participants used to translate information. These codes include the use of digital translation tools, storytelling, gesturing, deconstructing or conjugating language, reading aloud, repeating words, sketching ideas, and negotiating definitions. The tools and strategies used by participants during translation moments include technical, digital, and embodied actions, as participants made use of various technologies in combination with their cultural knowledge and lived experiences.

In the chapters that follow, I will introduce my research sites, expand on the methods used for each individual case study, and present examples of how these codes were developed in practice. I will then move on to draw implications from these studies for both rhetoric and composition and technical communication.

CHAPTER 3: TRANSLATION MOMENTS AT KNIGHTLY LATINO NEWS

Figure 2: Bridget working at Knightly Latino News

"Translation for me is not about writing in English or writing in Spanish-It's about living all the time in both worlds and knowing where to go in the moment"

-Natalie, Knightly Latino News

In this project, I'm analyzing the tools and strategies multilingual communicators use to translate information from English to Spanish (and vice versa). Drawing on recent conversations in technical communication and rhetoric and composition that situate translation as an intellectual, participatory activity (Agboka, 2013; Batova and Clark, 2015; Guerra, 2012; Walton, Zraly & Mugengana, 2014; Sun, 2012), I argue that paying attention to the translation practices of multilinguals can help practitioners, teachers, and researchers develop ethical and culturally-situated documents, frameworks, and systems. In this chapter, I illustrate the translation practices of multilingual communicators at one of my research sites, *Knightly Latino News*, a news production organization in Florida. I will

first situate this chapter by describing the setting, goals, and objectives of *Knightly Latino News*, before moving on to discuss how multilingual communicators in this organization use their translation skills to reach out to the Latin@ community in Orlando. I will conclude by drawing implications for technical communicators developing content for global audiences.

INTRODUCTION

Knightly Latino News (KLN) is a student-run bilingual news broadcasting organization located at the University of Central Florida in Orlando. Students in this organization volunteer to translate news stories published on the English news-network, *Knightly News*, from English to Spanish for their Latin@ community. I began working with this organization approximately five years ago, when I was introduced to the director, Katie Coronado, during my faculty orientation at UCF. Katie, an instructor at UCF and an immigrant from Cuba with over 15 years experience in the news broadcasting field, started KLN because she wanted to give bilingual Latin@ students at UCF the opportunity to work in both Spanish and English news networks. As a faculty member in the Nicholson School of Communication (where KLN is housed), Katie built this organization to help her students leverage their linguistic and cultural resources as they go into industry. Since the beginning of the program in 2010, KLN graduates have acquired jobs at Univision, Telemundo, and several other Latin@ news networks.

One of the many things that inspired me to work with KLN is the location of the school that houses this program. The University of Central Florida, where I earned my BA and MA degrees before working as a full-time writing instructor from 2011-2013, is the second largest University (based on student population) in the US. With over 60,000

students, UCF is home to thousands of students from all over the country. Hosting a 21.5% Latin@ student population, UCF is on the verge of becoming a Hispanic-Serving Institution (HSI). Latin@s at UCF are primarily children of immigrant parents from South and Central America as well children from Puerto Rican descent. Together, Spanish-speaking UCF students comprise over 22 different cultures, nations, and dialects. In turn, to "speak Spanish" at UCF can mean a wide range of different things—different norms, variations, and levels of linguistic experience and expertise.

Having learned a bit about the Latin@ population at UCF through my previous experiences, I know that many of the Spanish-speaking students at UCF are full-time students with full time employment outside of the University. In fact, all of the students working at KLN have other jobs outside of the University (at banks, grocery stores, and restaurants), and are considered at least partial financial contributors to their households. Hence, for many of the students at KLN, the decision to volunteer for after-school activities is difficult, requiring them to manage already overwhelming work and school schedules.

I mention all of these factors to introduce KLN because context is important when considering the linguistic practices of any population. The translation work taking place at KLN is a product of cultural, economic, and social negotiation, as participants navigate their cultural and linguistic experiences while also juggling several academic and economic pressures. These factors all come into play in the translation process, when linguistic adaptations, and the accuracy of these adaptations, rely on the experiences and expertise of the translators and their community.

I began formally collecting data with KLN during the first year of my PhD program at Michigan State. Since I was no longer living in Florida, and because I was experiencing my

own transitions as I adapted to life in Michigan, visits to the KLN studio were a sort of homecoming for me. Because I grew up in similar ways to the students at KLN, my interactions with these participants were not founded on the typical participant-researcher binary. While I had not met any of my participants before collecting data for this project (since the students at KLN change every year), forming relationships with these students was the most important and most rewarding aspect of this project. For this reason, before moving on to discuss the specific data collection and analysis methods for this case-study, I'd like to share an excerpt from one of the journal entries I wrote after my initial meeting with KLN students during the Fall of 2013. I wrote this entry on the plane ride home after my meeting with KLN participants, which was also the first time I returned to UCF after moving to Michigan.

GONZALES JOURNAL ENTRY, OCTOBER, 15, 2013

I walked into the conference room where my first meeting with Knightly Latino students would take place, armed with bags full of snacks and an overly active mind that kept racing. I knew from the beginning that this place felt like home. As an immigrant from Bolivia who grew up in Florida, I know what it's like to commute to school every day after working long hours to support your family.

Unlike most other meetings I attend, I knew that my best prep for this meeting would be to simply sit—to listen to and tell stories. As I continued setting up, a young woman walked into the room, eyes tired but bright, smile shining at the sight of sandwiches. Sweatshirt and flip flops, hair put up in a bun 10 seconds before leaving the house. I knew this girl, without introductions. I had been this girl, and in many ways I'm still this girl (though flip flops do not work in Michigan).

"Hi miss, are you the one here to talk to us?" she said.

"Yep, come on in and get some food. I'm Laura, by the way."

"I'm Bridget. Hey do you need help moving the tables? I can help."

"Sure, thanks, I said, hoping she would be more spatially aware than I am and therefore able to make sense of how to best rearrange the tables in the room."

After Bridget and I re-arranged the room, got our sandwiches, and continued chatting, more students walked in the room. All smiling, all doubtful but welcoming. All tired and happy to see sandwiches. Don't get me wrong, I had a PowerPoint. I always do. With maps, diagrams, and numbers. But as we sat around those oddly arranged desks and tables and looked at each other, a sense of comfort came over the room that I couldn't break by pulling up any slides.

We sat.

We ate sandwiches.

We introduced each other. Not in the typical "My name is _____ and my major is ____," but, admittedly following my lead, with "My name is___ and I'm here because___."

"My name is Laura, and I'm here because I know you do cool shit and I want to learn from you. Also because it's warm here, and because my heart is in Florida with UCF students."

"Hey, my name is Bridget, and I'm here because it's my only day off work so I come to campus and do as much as I can."

"Hi, my name is Natalie, and I'm here because Katie told me you want to work with us and she said you're bringing lunch"

"Hola, me llamo Albert and I'm here porque porque no? My friends are here."

"Well, thanks for coming. I really appreciate you taking the time our of what I know is a busy day to here. Like Katie may have mentioned, I'm here because I'm hoping to work with you. Katie told me about the incredible work you do with Knightly Latino, and I would love to learn more about what you do for the group. But before I tell you any of that, I wanna tell you along winded story about why I'm really here. It's mostly cause of a grudge I started to have in fifth grade.

No, I'm serious. Fifth grade.

In fifth grade, I was about to graduate from Bonneville Elementary school right down the road by Lake Picket road. Any of you go to Bonneville? Yeah? Guess I'm not that old yet.

Anyway, in fifth grade, I asked my teacher Ms. Weiss to recommend me for advanced Language Arts in Middle School. Partly because I had an A in English, but mostly because my best friends Michelle and Melissa were going into advanced language arts and I wanted to be in the same class as them. You know how it is in middle school—your friends are your lifeline.

Despite my current "A" in language Arts, Ms. Weiss said she wouldn't recommend me for advanced language arts in middle school because I was "special." She learned from her colleague Ms. Dupuy whom I had in 3rd grade that I had been in ESOL for two years before coming into her fifth grade class. She told me she learned English is not my first language, and advanced language arts is for people who learned English first. On that day, I went home and told mi papi that Ms. Weiss said I couldn't go to advanced language arts in middle school, so I wasn't going to be in the class with Michelle and Melissa. I also told him that I didn't think it was fair...partly because

nothing is fair when you're in fifth grade, but also because I thought my English could never be good enough if people kept knowing that I speak Spanish as my first language. I had to hide that, I told him. 'I have to hide my Spanish and pretend I don't know it. Then I can go to college and major in English and teach new students and tell them they don't have to speak English first to be advanced.' Yep, I was a pretty vengeful fifth grader. And not much has changed."

As Bridget, Natalie, Albert, and the other students from Knightly Latino listened, I knew we were connecting. There were the familiar nods and "hmms" and "ughhs" I typically hear from people who not only sympathize with my story, but who also relate to it—its' their story as much as it's mine.

"So when I tell you I'm here because of a grudge, I'm not lying," I continued.

"But also, as I'm sure you can imagine, Ms. Weiss isn't the only one I have a grudge against. I also hold a grudge against people who say students who speak languages other than English are less smart. I hold a grudge against the faculty members who complain about international students' "struggles" in the classroom. I hold a grudge against people who say we need 'help' to learn when really they just need help to listen. I want to be a professor. They say it's a professor's job to "build knowledge" about their very specific area of study. I'm here because I wanna build knowledge about how smart, creative, and resourceful we are. But I'm not here to study you. I'm really here to listen from you and to share your ideas with others when, where, and if you think it might be useful."

We talked about methods. We talked about how to visualize translation through screencasts and empirical methodologies commonly employed in writing studies and in

technical communication. We talked about research as collaborative practice. And we decided to build knowledge together. This is the most exciting work I've ever done and the best lessons I've ever learned.

As we continued planning what now (to my joy) became our project, one student, Janisa, looked up and said, "I wanna say something..."

"You know how you were talking about ESOL? I just wanna say that I feel you. Like when you say a grudge I know what you mean. Cause like I was in ESOL in high school, and they would keep you in the same class as everyone else but then give you an extra 30 minutes or something on your tests. And it's nice and everything and I would always take the extra 30 minutes to read, but I always thought I was stupid because everyone else would be done earlier. Then I got to college and I'm not in ESOL but I'm in these big classes. They take the 30 extra minutes away, but then a teacher will give everyone like 4 hours for a test, and everyone will still leave before me. I always take the whole 4 hours, and I still

somehow feel stupid for taking longer than other people. Like, my grades are good, but I feel stupid because I was told the slow kids need the extra 30 minutes. So I'm like am I taking more time because my English is still not good, like is that what that means?"

As Janisa told this story, Natalie was nodding incessantly, saying "yeah, exactly. Yup" Then, Natalie added,

"You know like we're always questioning, is my English "good?" is my Spanish "good?" I don't know about yall but when I write in Spanish I use the dictionary and Google just as much if not more than when I write in English cause I don't practice writing in Spanish that much. So I guess what I would wanna show in this project is that writing for Knightly Latino is

not about writing in Spanish. It's not about writing in English. It's about living all the time in both worlds, and knowing where to go in the moment…figuring out how you can say your ideas to the people you're trying to inform in the way that will be best for them. Whatever it takes...English, Spanish, Spanglish, Google, whatever it takes to inform our people."

As evidenced my the journal entry excerpt above, analyzing translation at KLN provides a framework for understanding the histories, relationships, and goals of individuals who share a common goal— to provide access to information for their community, to speak back to the people who misrepresent multilinguals, and to move forward together. In this case study, I will be illustrating how translation plays a role in the efforts of the student participants at KLN. Analyzing the translation experiences of these students, I argue, can help us better understand the purposeful, rhetorical work that goes into linguistic adaptations. By paying attention to these practices, technical communicators and rhetoric and composition teachers can better understand what translation means to individuals and to communities who move across languages to accomplish their work. In the sections that follow, I'll provide more details about the make-up of KLN, before moving on to discuss specific methods used to analyze translation in this case study.

BACKGROUND ON KLN

KLN is run by a faculty instructor (Katie Coronado) and approximately eight student members each year, all of whom speak both Spanish and English to various degrees. *KLN* partners with the university's English-based News network, *Knightly News*. Three of the eight students involved in *KLN* also work for the English-based *Knightly News*. At *Knightly News*, students write, produce, and share English-language stories with the Orlando community. While students in *Knightly News* receive university credit for their

participation, the eight students (along with the faculty instructor) who also run *KLN* volunteer their time to translate the stories written for the English-language network. These students translate the stories produced by *Knightly News* into Spanish and reproduce them for *KLN*, hence increasing the reach and service of the University's networks by providing access to the Spanish-speaking Latin@ community in Orlando.

The bilingual members of KLN are part of the Latino community in Orlando to which they are writing. This community connection frequently allows members of KLN to use their personal experiences and rhetorical knowledge to understand the needs of their audience (the Latin@ community in Florida). In the Fall semester of 2013, I began collecting data at KLN, aiming to understand the various tools and strategies that members of this organization use to translate news stories for their community. This data collection process is part of an on-going collaboration I have established with KLN, aiming to understand and highlight the value of translation as we continue building opportunities for bilingual writing and communication students across the U.S.

DATA COLLECTION

For the purposes of this case study, to understand the translation practices used by members of *KLN*, I collected three different types of data:

Observations **(180 minutes total):** I observed three 60-minute *KLN* pitch meetings that took place at the *KLN* studio in Florida. During these meetings, *KLN* members were planning their upcoming events, discussing story pitches, and reviewing their recent publications. During these meetings, I also introduced myself and discussed the research being conducted. I used these meetings as a chance to build relationships with the participants in an effort to enact a reciprocal and ethical research practice. I video-recorded

and took written field notes during these meetings, noting the types of translation tasks being discussed by members of *KLN*.

Screencasts **(180 minutes total)***:* While there were 8 *KLN* members in attendance during the observed meetings, two students, Natalie and Bridget, volunteered to participate as case-study participants for this project. These students agreed to have me install Camtasia Relay on their personal computers, and they agreed to record their computers screens as they worked on stories for *KLN*. Each case-study participant submitted 90 minutes of screencast data, illustrating the various translation tasks being completed as part of their work for *KLN*. Using screencast data to analyze translation practices allowed me to better understand "what is going on at that moment when people put pencil to paper, fingers to keyboard" (Sánchez 234). This situated method was particularly useful for analyzing how participants coordinated digital resources to translate.

Artifact-Based Interviews **(240 minutes total):** While the screencasts provided an illustration of participant's digital movements (e.g., mouse-clicks, typing), the screen casts do not provide insights into participants' motivations for making these moves. That is, the screencast data allowed me to see what sources and tools students were using to translate, but they did not explain why participants chose to use these resources. For this reason, each of the two participants was asked to participate in a follow-up artifact-based interview, where participant and I watched the screencasts together and discussed why the participant chose to make specific moves during the digital translation process. For example, I asked, "Why did you decide to use this particular definition, or not? Why did you go to that website?" In this way, artifact-based interviews provided us me an additional layer of analysis for understanding my participants' translation practices.

In addition to conducting artifact-based interviews with the participants themselves, I also conducted a 120 minute artifact-based interview with the Katie, faculty adviser for *KLN*. During this interview, the adviser and I watched selected parts of the participants' screencasts and discussed the artifact-based interviews already conducted with participants. This interview took place during my coding of the screencast and artifact-based interview data. In this way, I was able to discuss preliminary codes and results with the faculty adviser, asking for her perspective on the emerging patterns as a way to both triangulate my coding scheme and to ensure that I was representing the work at *KLN* in an accurate and ethical way.

DATA ANALYSIS

I used three rounds of coding to analyze all data. Using ELAN video coding software, I was able to code all data on several levels or "tiers," triangulating coding categories emerging from the screencast data with those emerging during the artifact-based interviews and observations (Blythe, 2007; Gonzales, 2015; Blythe and Gonzales, forthcoming 2016). In this way, my coding scheme (depicted in Table 1) reflects both my analysis of the data as well as my participants' discussion and clarification of this analysis. I first coded all data to identify translation moments as the macro-level codes or major unit of analysis. In the second round of coding, I identified instances of the translation strategies depicted in Table 1, making note of any new coding categories that could emerge from the data in vivo. I started with an initial coding scheme developed during a pilot study intended to help me identify a wide-range of strategies multilinguals used to translate information (see Gonzales and Zantjer, 2015 for a discussion of this pilot study). In the third and final round of coding, I verified my initial counts of the coding strategies while finalizing the list

of micro level codes (final list of codes depicted in Table 1). I will now provide additional details and examples of both the macro and the micro level coding categories.

TRANSLATION MOMENTS (MACRO-LEVEL CODING)

In this project, I'm focusing on an analysis of what I've come to call translation moments, or instances in time when an individual makes a decision about how to translate information from one language to another. Drawing on Alvarez's (2014) concept of translanguaging events, translation moments do not encompass the entire translation process. Rather, translation moments take place when individuals pause in their translation process to make a rhetorical decision about how to contextualize a translation.

For example, as she translates a story entitled "Development Plans Threaten Orlando Park," Natalie, one of my *KLN* participants has two screens open- the English article published on the University's English-language network, and a blank document where she is translating this specific story (See Figure 3). While Natalie is reading the article in English and simultaneously translating the piece into Spanish, approximately 10 seconds into her screencast recording, Natalie stops her simultaneous translation and she opens Google translate. She then looks up the word "Threaten" to find an adequate translation (See Figure 4).

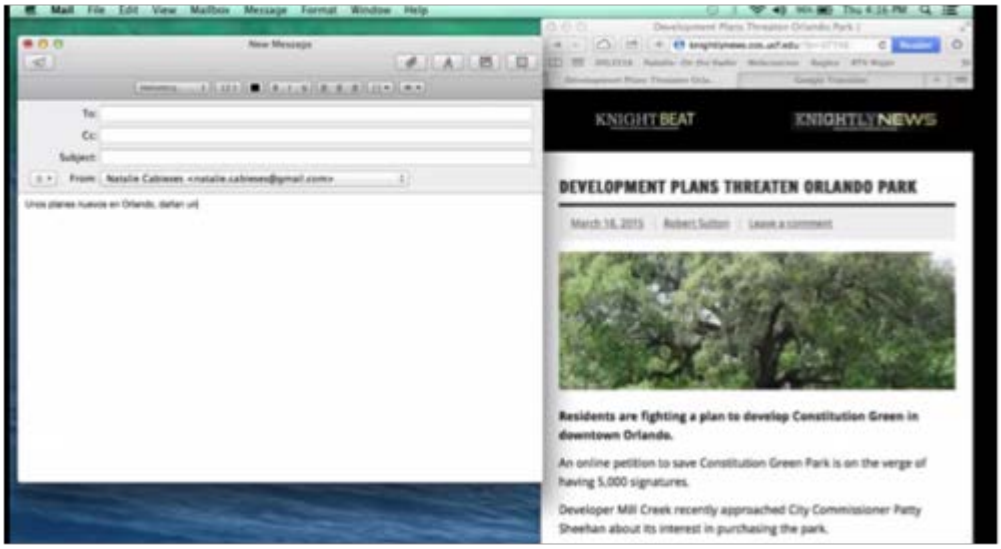

Figure 3: Natalie Begins to Translate a News Story

Caption: The image depicts two computer windows open. One is a text document where the student is writing/translating, and the other is a news story published on the Knightly News website, titled, "Development Plans Threaten Orlando Park."

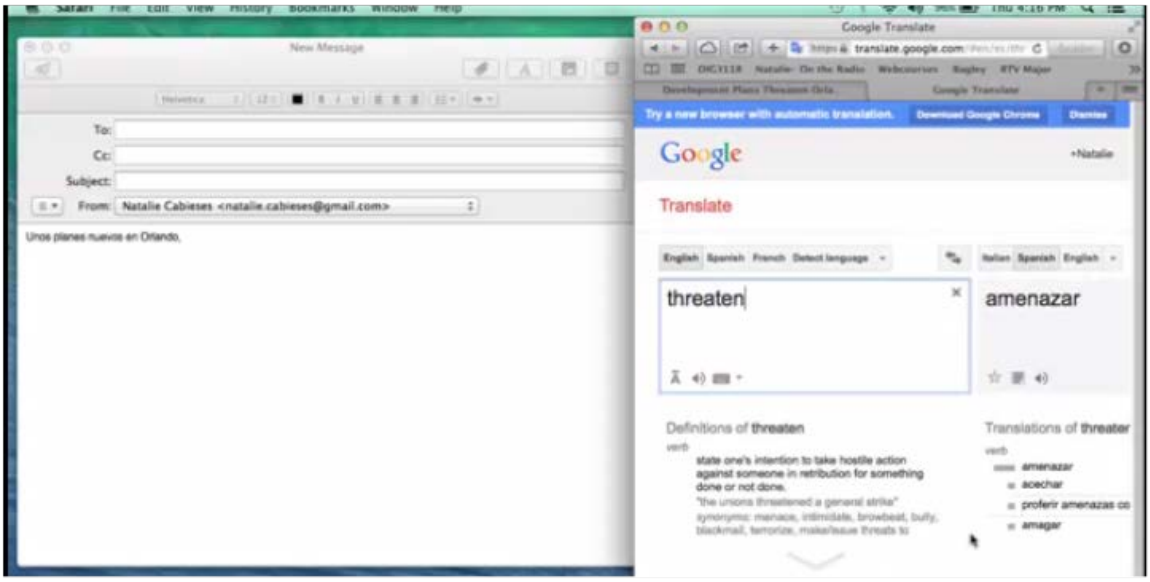

Figure 4: Natalie Uses Google Translate to Translate "Threaten"

Caption: The image depicts two computer windows open. One is a text document where the student is writing/translating, and the other is a screenshot of Google translate, where the student is translating the word "threaten," and Google translate provides the Spanish word "amenazar."

While Natalie translated the first few lines of the article without stopping, she paused to translate and localize the word “threaten.” This pause and the following use of Google translate encompass a “translation moment.” While this specific translation moment only consisted of one word search using Google translate, other translation moments encompassed the use and layering of several translation strategies. Analyzing the strategies used by multilinguals during these translation moments, and then speaking with participants regarding their motivation for using these strategies, I argue, provides useful insights into the ways multilinguals use their rhetorical and cultural knowledge to translate information. These insights can help technical communicators and information architects design and translate for global audiences.

TRANSLATION TOOLS AND STRATEGIES (MICRO-LEVEL CODING)

Once I identified all translation moments in the data collected, I used axial coding strategies (Saldaña, 2013) to further analyze the tools and strategies employed by participants during each translation moment. I used the coding scheme depicted in Table 4 to code translation moments. ELAN video coding software allowed me to code each translation moment as more than one code. For example, in one translation moment, a participant may gesture, use digital translation tools, and tell a story, which would mean that this moments gets coded as one macro-level code (i.e. translation moment) and three micro-level codes (i.e., gesturing, using digital translation tools, storytelling).

Table 4: Preliminary Codes

Code	Description	Example 1	Example 2
Use of digital translation tools	*Use of digital translation tools* are moments where multilinguals access online translators to facilitate translations.	Natalie used Google translate to look up translations for the word "data"	Bridget used the digital tool Word Reference to look up translations of the word "poverty"
Deconstructing	D*econstructing* are moments where participants translate a word by breaking it down into its component parts.	Natalie looked up the word "harm," "to harm," and "harmed" in order to find an adequate translation.	Bridget deconstructed the word "intentar" (Spanish for "trying") into intento, meaning "s/he tried"
Gesturing	*Gesturing* moments where multilinguals use abstract physical movements to convey meaning and/or support a verbal explanation of a word.	During a pitch meeting, Camila was discussing the number of translation options she finds in English. She made a fist and said "In English, you have this one definition." Then, making a web-like figure with her fingers, Camila said, "In Spanish, you have this and this and this word that all mean the same thing."	During a pitch meeting, as she discussed her story idea, Natalie was discussing her previous experiences struggling with translation. Making and "X" with her two pointer fingers, Natalie said, "In middle school, they just told me 'no, we don't do that here. We don't speak Spanish here." Natalie made the "X" figure whenever she said the word "no."

Table 4 (cont'd)

Intonation	*Intonation* moments where multilinguals use vocal inflection (e.g., raising/lowering pitch, altering tone, etc.) to convey meaning.	During a pitch meeting, Francisco was practicing the word "Adobe" in both Spanish and English. He used voice inflection to distinguish between the different "e" sounds at the end of the word, repeating each over an over as he prepared to continue researching this story.	During a pitch meeting, Bridget explained that she always "messes up" the pronunciations of the Spanish word for tweezers, "pinza" with the English word "pencil." She then repeated, "pinza," "pencil," several times to remember the pronunciations.
Negotiating	*Negotiating* moments where multilinguals explain words by putting them in relationship with one or more related terms.	Natalie inputs both the word "thrive" and the word "succeed" into Google translate as she completes a story translation.	Natalie inputs both the word "display" and the word "show" into Google translate as she completes a story translation.

Table 4 (cont'd)

Sketching	*Sketching* moments where multilinguals use visual aids to convey meaning.	During a pitch meeting, Camila drew a stethoscope as she explained to the team the object that a doctor was wearing during an interview. She said she "could not think of the word" in either English or Spanish, but she could "visualize it."	During a pitch meeting, Camila shared her story idea by sketching her potential interview location at a doctor's office. She drew the various individuals (patients, receptionists, doctors) before using words to describe each person.
Storytelling	S*torytelling* moments where multilinguals use narratives (both real and fictional) to convey meaning.	During a pitch meeting, Fernando was explaining the different words he had heard in the passed to describe his culture—Latino, Hispanic, and other variations. He was asking Katie which term she would prefer for him to use in the recordings, and all participants then engaged in stories regarding the various words they have used for these cultural descriptions in the past.	During a pitch meeting, Camila and Fernando discuss the various ways in which they've heard the term "home care" be discussed in the community. They were deciding which term to use for their story title.

RESULTS

Translation moments took place both during pitch meetings, when participants were discussing their upcoming stories, and during individual translation projects, as case-study participants recorded their computer screens and worked individually. Please follow this link to see a video montage I created to reflect how translation moments played out at KLN: https://www.youtube.com/watch?v=LpKJoyL9rBE&feature=youtu.be.

As evidenced in the video linked above, translation at KLN is an everyday practice—something that takes place at every meeting, every interaction, and every story. Often, translation moments lead to stories regarding participants' backgrounds and histories. For example, approximately :26 seconds into the video linked above, a participant, Ana, was discussing why she decided to pitch her story in English (rather than Spanish) during that day's meeting. As she explains her decision, Ana begins to tell a story about her early experiences in elementary school, stating, "I was raised speaking Spanish, but the [education] system was designed to, instead of helping me embrace my first language, to tell me 'no, we don't do that here, we don't speak that language here.'" As she continues her story, Ana shares that when she thought of Spanish at a young age, "all I could here is no, *we don't do that here*." When she would try to speak Spanish in her classroom, or to use Spanish when words in English were not readily available, Ana's teachers would reprimand her, telling her "no, that language is not acceptable here." For this reason, now that she is in college, she doesn't feel as comfortable communicating in Spanish as she does in English, primarily because she worked so hard to "get rid of" her Spanish as a child.

Translation moments such as the ones exhibited by Ana took place repeatedly during KLN meetings. As KLN members share knowledge with each other, and as they plan

for future events, they have to consider not only the languages that their audiences will feel comfortable with, but also the languages that they themselves feel confident using. As Guerra (2012) explains, the movement between languages is a rhetorical choice for multilingual speakers, one that is often influenced by cultural histories and power structures. For students like Ana, for instance, losing confidence in her heritage language came as a result of the educational system in which she was learning, one that consistently favors the use of Standard American English. Now that the movement between languages is more accepted within mainstream U.S. classrooms, students like Ana are struggling to implement their heritage languages into their practices. Although programs like KLN encourage and even require the use of English, students like Ana, who have spent many years in English-dominant spaces, struggle to re-gain expertise in their first languages.

In addition to analyzing translation moments during pitch meetings at KLN, I also analyzed the translation moments experienced by my two case-study participants, Natalie and Bridget. Though the conversations between all participants during pitch meetings were really valuable, analyzing the translation moments captured during the screen cast recordings and follow-up artifact-based interviews reveals useful information regarding how multilingual communicators navigate linguistic, cultural, and rhetorical knowledge during the process of translation.

Each of my two case study participants (Natalie and Bridget) submitted 90 minutes of screencast data. These 90 minutes encompassed a the translation of 2 stories per participant, for a total of 4 translated stories. Table 5 and Table 6 illustrate the number of translation moments experienced by each participant, as well as the strategies each participant employed during each translation moment.

Table 5: Natalie's Translation Moments

Translation Moment #	Duration (in seconds out of 1800)	Words looked up	Strategies Used
1	100	Threaten Harm	Use of DT, Negotiating
2	89	Fighting Try Development	Use of DT , Deconstructing, Negotiating
3	91	town	Use of DT, Negotiating
4	80	Developer Property developer	Use of DT, Negotiating
5	23	Commissioner	Use of DT
6	178	Own Owns To own Alcadre (Spanish to English) Alcanadre (Spanish to English)	Use of DT , Deconstructing, Negotiating
7	38	Lease	Use of DT
8	75	Privately Private privacy	Use of DT, Deconstructing
9	58	environment	Use of DT
10	134	Thrive Thrives Succeed success	Use of DT, Negotiating, Deconstructing
11	82	Allows Allowed permit	Use of DT, Negotiating, Deconstructing
12	53	Display show	Use of DT, Negotiating, Deconstructing
13	22	Continues continued	Use of DT, Deconstructing, Negotiating
14	19	enrollment	Use of DT
15	22	Public	Use of DT, Negotiating
16	76	Advantage Increase add	Use of DT, Negotiating
		Total Time Spent in Translation Moments	**1140 (avg. 71.25/moment)**

As evidenced in Table 5, Natalie engaged in a total of 16 translation moments during her 90 minute screencast recording. She spent a total of 1140 seconds in these 16 translation moments. Hence, translation moments encompassed 21.11% of Natalie's overall translation time. Furthermore, Use of Digital Translation Tools was Natalie's most used translation strategy (n=16). However, Natalie frequently paired the use of digital translation tools with deconstructing and/or negotiating strategies.

Table 6: Bridget's Translation Moments

Translation Moment #	**Duration (in seconds out of 1800)**	**Words looked up**	**Strategies Used**
1	20	"Spanish exclamation mark"	Use of DT
2	38	Student loan Student loan debt Debt student	Use of DT, Deconstructing
3	78	Trillion The same amount Trillion dollars	Use of DT, Deconstructing
4	45	Recently released release	Use of DT, Deconstructing, Negotiating
5	34	With the highest debt	Use of DT
6	28	Coming up approaching	Use of DT, Deconstructing, Negotiating
7	16	debate	Use of DT
8	17	mention	Use of DT
9	14	Spanish n	Use of DT
10	15	"thrives on campus"	Use of DT
11	22	"Diverse students" "diverse" "diversity"	Use of DT, Deconstructing
12	7	Throughout	Use of DT
13	18	Allows Allow allowed	Use of DT, Deconstructing
14	5	Student Union	Use of DT
15	5	Display	Use of DT

Table 6 (cont'd)

16	30	All-inclusive environment Inclusive environment	Use of DT, Deconstructing, Negotiating
17	40	Encouraging growth Encouraging alentador	Use of DT, Deconstructing, Negotiating
18	37	To strive for greatness To strive great	Use of DT, Deconstructing, Negotiating
19	26	downtown	Use of DT, Negotiating
20	48	Melting pot	Use of DT, Deconstructing, Negotiating
21	14	Multicultural Academic Support services	Use of DT, Negotiating
22	34	similaridades	Use of DT, Deconstructing, Negotiating
23	28	through	Use of DT, Deconstructing, Negotiating
24	12	Student loan debt	Use of DT,
25	34	Trillion dollars Trillion million	Use of DT, Deconstructing,
26	22	the same amount	Use of DT
27	26	"Spanish n"	Use of DT
28	23	invention	Use of DT
29	22	debate	Use of DT
30	78	Recently released	Use of DT, Negotiating
31	48	By increasing By increase	Use of DT, Deconstructing,
32	13	infastructure	Use of DT
33	9	research	Use of DT
34	7	investment	Use of DT
35	14	increase	Use of DT
36	45	Will lead to economic growth	Use of DT
37	34	Student borrowers	Use of DT
38	67	Boost bottom lines	Use of DT
39	49	Sky rocketing	Use of DT
40	78	Tuition rates Rates tazas	Use of DT, Negotiating, Deconstructing
41	49	By	Use of DT, Negotiating,

Table 6 (cont'd)

42	34	Income-share agreement	Use of DT, Negotiating,, Deconstructing
43	89	Student Right to know before you Act	Use of DT, Negotiating,, Deconstructing
		Total Time Spent in Translation Moments	**1417 (avg. 32.95/moment)**

Bridget experienced 43 translation moments during her screencast recording, lasting a total of 1417 seconds. Translation moments hence encompassed 26.24% of Bridget's translation process. Bridget's most frequently used translation strategy was the use of digital translation tools (n=43), followed by deconstructing (n=17) and negotiating (n=15) strategies.

Because both participants, Natalie and Bridget translated these stories at home alone on their personal computers, the embodied translation codes depicted in Table 4 were not present. These strategies are more apparent during pitch meetings, where all members of KLN came together to discuss their articles. In the following sections, I'll discuss how Natalie and Bridget used translation tools, deconstructing, and negotiation to overcome communicative discrepancies during translation moments.

NATALIE: AN EXPERIENCE TRANSLATOR FOR KLN

As the student leader for KLN, Natalie has been translating stories for the organization for 3 years. During her artifact-based interview, Natalie explained that she joined KLN because she wanted to get experience producing news stories in Spanish. As an advertising and public relations major, Natalie understands the importance of reaching the Latin@ population in Florida. "Latinos *are* Florida," Natalie explained during her interview; "You can't say you are talking to Floridians if you're only producing news in English."

After being born in the Dominican Republic, Natalie moved to Orlando with her family at the start of middle school (6th grade). Natalie explains that she learned to speak Spanish in the Dominican Republic first, but she started to learn English as a child even before her family moved to Florida: "To my family both languages [Spanish and English] have always been important, because our family lives in both places [the Dominican Republic and Florida]," Natalie stated.

Natalie's translation practices reflect her keen ability to seamlessly move between English and Spanish. When asked to describe her translation practices as she works on stories for Knightly Latino, Natalie explained, "Translation for me is not about writing in English or writing in Spanish-It's about living all the time in both worlds and knowing where to go in the moment." Natalie's sense of "where to go in the moment" was clearly evidenced in her layering of negotiation and deconstruction strategies during her translation process. While Natalie always used digital translation tools (i.e., Google translate) as a starting point for her translation, she often layered deconstruction and negotiation with the results she received from Google translate. In this way, Natalie contextualized the translations provided by Google translate to address her audience more effectively. Figure 5 illustrates a typical translation moment for Natalie, where she layers the use of digital translation tools with negotiation and deconstruction strategies described in Table 4.

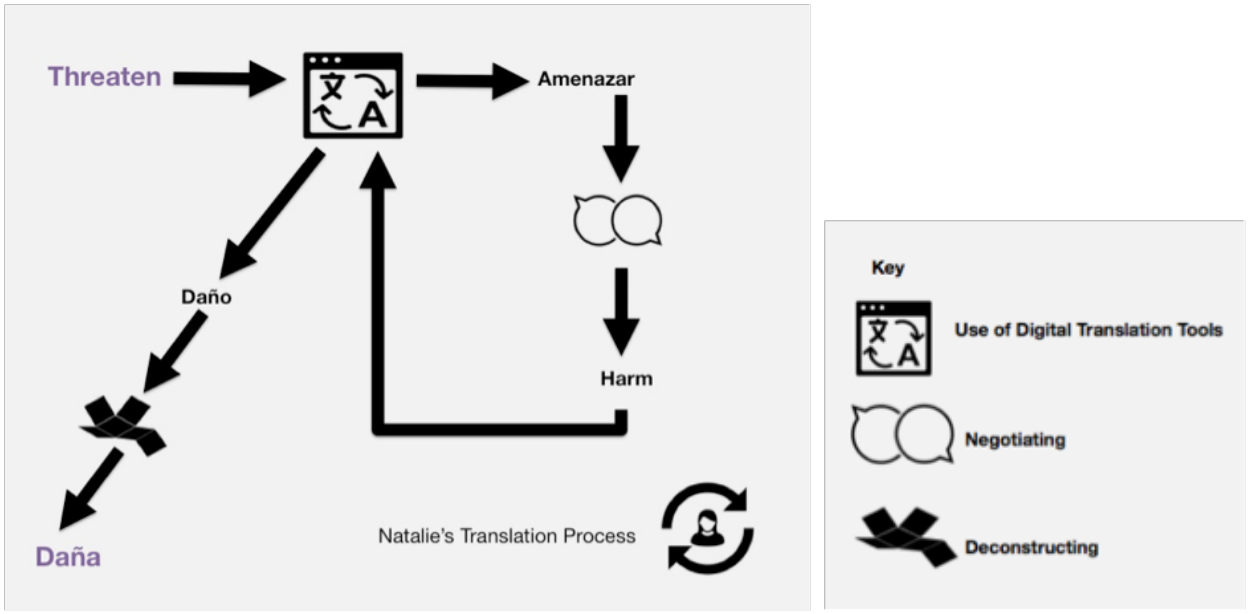

Figure 5: Natalie's Translation Process

In the translation moment illustrated in Figure 5, Natalie was translating the word "threaten" as it appeared in the title of the story, "Development Plan Threatens Orlando Park." Natalie first inputs the word "threaten" into Google translate. Google provided received four options: *amenazar*, *proferir amenazas contra*, *acechar*, and *amagar*. All of these words and phrases were identified by Google translate as synonymous to the English word "threaten." Rather than using any of the initial options provided by Google translate, however, Natalie searched for Spanish translations of the word "harm." Google translate provided 9 options for this translation, and Natalie decided to use the first option, the word *daño,* in her final article. After negotiating between the word "threaten" and the word "harm," Natalie deconstructed the word *da*ño by conjugating it to fit grammatically into the article's title. She then decided to go with the word *daña* as her final translation.

During her artifact based interview, Natalie explained that she didn't use any of the initial suggestions provided by Google translate because "the word threaten seemed to be translated into something more related to physical harm. If I *amenazar* someone, for

example, I'm threatening them physically. Threatening a park is completely different, so I decided to look up options for the word harm because I thought that might give me results that are more like harming a physical object instead of a person." In this way, as she negotiated between the implications of the word *amenazar* and *da*ño, Natalie also negotiated her cultural understanding of both English and Spanish. In turn, Natalie localized the translations provided by Google translate to better fit her intended audience.

It's interesting to note that after realizing that the word "threaten" was translated by Google to "amenazar," and after deciding that the word "amenazar" was not appropriate for this context, Natalie decided to input another English word, "harm" into Google translate. Rather than searching for Spanish synonyms for "amenazar," Natalie knew enough about the functionality of digital translation tools to select another word in English to help with her translation.

During her artifact-based interview, Natalie explained that she looked up a second word in English ("harm") rather than searching for Spanish synonyms because "the online tools are always better if you look something up in English." "If you look something up in Spanish on Google," Natalie continued, "it won't be as accurate as if you can look it up English." Indeed, through this example, Natalie exhibits technical knowledge that aligns with current research regarding the state of digital translation tools. As Chen and Bao (2007) and Balk et al. (2012) explain, digital translation tools, and Google translate in particular, is guided by English-centered algorithms.

Although Google translate now has capabilities to translate between 72 different languages (Arche, 2015), as Balk et al. (2012) found through a study of Google translate's accuracy, the most accurate translations are yielded when users use Google to translate

from English to another language. That is, rather than translating between Spanish and French, for instance, studies have found that more accurate translations are provided when users translate a word from Spanish to English, English to French, and so on. The algorithms used to organize Google's dictionaries are developed with English at the center. Therefore, searching for words in English will always yield more accurate translations. Users like Natalie have found ways to hack digital translation tools like Google translate by combining their own cultural and linguistic knowledge with Google's algorithmically designed dictionaries.

As Natalie continues her interview, she explains that the translations provided by Google translate "are just inspiration sometimes. I wouldn't have thought of the word dañar on my own necessarily, but seeing that amenazar was an option helped me think of similar words to look up in Spanish and English. The Google translations gave me options." Hence, as Natalie explains, digital translation tools are most successful when they are paired with the cultural knowledge of human users.

As evidenced through Natalie's example, using the translations provided by Google translate requires that users incorporate linguistic and cultural knowledge in two languages, in this case both Spanish and English. For Natalie, Google translate served as a tool to help or "inspire" her own abilities to move between languages, perhaps suggesting that bilingual users may have additional rhetorical knowledge to supplement the work of digital translation software. Though the translation of the word "threaten" is just one example, as Table 5 illustrates, the layering of negotiation and deconstruction with the use of digital translation tools is a common translation practice for Natalie, occurring during a total of 6 out of 16 translation moments recorded.

BRIDGET: A NOVICE TRANSLATOR FOR KLN

Unlike Natalie, Bridget explains that she has limited experience translating news stories for *KLN.* At the time of her interview, Bridget had been volunteering for *KLN* for only two weeks. Hence, the screencast recordings submitted by Bridget reflect the translation of the first two stories Bridget translated for the organization. Figure 6 illustrates a typical sequence of translation moments for Bridget.

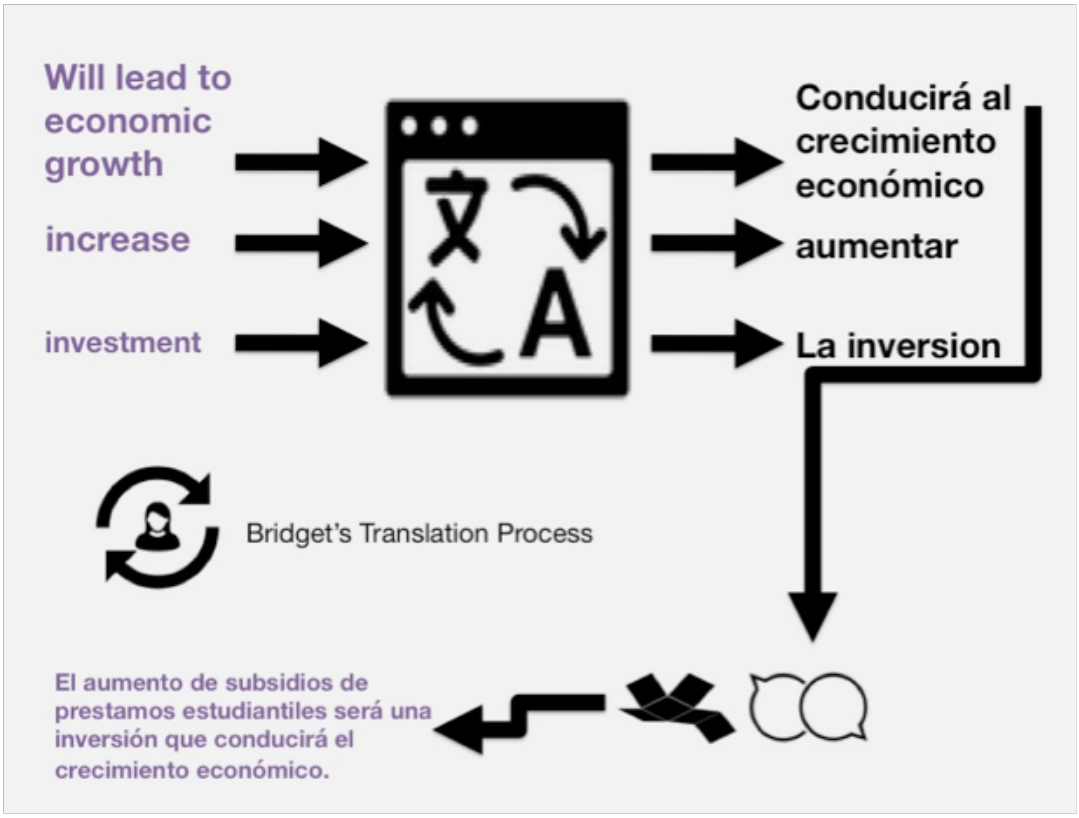

Figure 6: Bridget's Translation Process

As evidenced in Table 6 and Figure 6, Bridget experienced almost twice as many translation moments as Natalie. However, while Natalie spent approximately 71.25 seconds in each translation moment, Bridget spent less than half the time (32.95 seconds on average) in each of her translation moments. This difference in the length of translation moments could reflect Natalie's extended cultural negotiation process.

As Figure 6 illustrates, Bridget's translation moments were often sequenced. In the translation sequence depicted in Figure 6, Bridget was translating an article about student loan debt. Specifically, she was working on translating the sentence, "The increase in student loan subsidies will be an investment that will lead to economic growth." Rather than deconstructing the sentence or translating it in pieces, Bridget began by translating a set of words and phrases in the sentence, before typing any translation. As Figure 6 illustrates, Bridget inputs "investment," "increase," and "will lead to economic growth" into Google translate, and she uses the first definition provided through this digital translation tool in her translation. However, after looking up the initial sequence of words and phrases in Google translate, Bridget does engage in negotiation and deconstruction strategies as she presents a final translation of the entire sentence. For instance, rather than using the word *aumentar* as the translation of "increase," Bridget deconstructs this word into *aumento* in her final translation. Bridget's use of deconstruction and negotiation only became apparent during her artifact –based interview, as there was no evidence of these strategies in her screencast recording.

During her interview, Bridget explained, "I use Google translate to translate all the parts of a sentence that I'm having trouble with first, because I have a hard time coming up with the words I wanna use in Spanish." Although Bridget couldn't think of the translation for the word "increase" initially, once the word *aumentar* was provided by Google translate, Bridget did know how to adequately conjugate and deconstruct the word to accurately fit her translated sentence. Hence, Bridget explains, "once I see the word, I know how to fix it to fit what I'm trying to say, but since I'm used to talking in English most of the time at school, I have a hard time coming up with the words at first." Like Natalie, Bridget

used Google translate as a form of invention, getting and adapting definitions to fit the context of her writing. However, unlike Natalie, Bridget did not necessarily have the extensive vocabulary to engage in negotiation and deconstruction strategies earlier in the translation process.

During another translation moment, Bridget was translating an article regarding a new building in downtown Orlando. The article referenced tensions between the popular tourist appeal of International drive and the more locally recognized venues located in downtown Orlando. Similar to the process depicted in Figure 6, Bridget began by inputting several words and phrases into Google translate, including "downtown," "city," and "building." Rather than using the first translations provided for all words input into Google translate, however, Bridget further negotiated these translations through the use of other digital and rhetorical resources.

Google translated "downtown" *to centro de la ciudad*, which is a literal translation meaning "center of the city." During her interview, Bridget explained that she did not want to use the phrase *centro de la ciudad* because that phrase "is too formal. People who live in Orlando wouldn't talk about downtown like that, like center of the city." Dissatisfied with Google's translation of the word "downtown," Bridget went to *Telemundo*'s website, a multilingual Spanish/English news network. She searched "downtown Orlando" on the site's search bar, and found several entries that referenced "Orlando" without referencing downtown. After visiting *Telemundo's* website, Natalie went back to her article and used the word "Orlando" without referencing "downtown." She omitted Google's suggested phrase, *centro de la ciudad*, and instead used Orlando to reference downtown Orlando and

la international drive de Orlando to reference the tourist area described in the English article.

During her interview, Bridget described her negotiation process in translating the references to "downtown Orlando." She explained, "A lot of times I'll Google a word if I have no idea how to use it and I'll look up the word on *Telemundo* or *Univision*, just to get some context clues for how it's used in the media." After looking up the word "downtown" on Google translate, Bridget had enough rhetorical knowledge to understand that the Latina/o community in Orlando would not use the formal phrase *centro de la ciudad* to reference their city. Additionally, Bridget knew to leverage other digital resources by visiting bilingual news sites that would be familiar to her intended audience, using articles on *Telemundo* or *Univision* (another Spanish/English news station) as a reference point for her translations. In this way, Bridget ensured that her final translation would not only be literally accurate (as the phrase *centro de la ciudad* would be), but would also be culturally localized to the Orlando Latina/o community whom she is aiming to reach.

Bridget's digital translation practices, as illustrated through this brief example, required that she not only find accurate representations of words and phrases across languages, but that she also finds culturally appropriate language substitutions that meet the needs of her intended audience. As a bilingual speaker who lives in Orlando, Bridget knew how to coordinate digital, bilingual resources to come up with a translation that is both accurate and culturally appropriate, even if she did not initially have a Spanish vocabulary as extensive as Natalie's.

CONCLUSIONS

My analysis of Bridget and Natalie's translation practices suggests that multilingual communicators who translate are practicing a wide range of rhetorical strategies as they transform information from one language to another. In addition, the video footage that I recorded during my time with KLN participants shows that multilingual communicators are not only negotiating linguistic transitions as they translate for KLN, but that they are also experiencing stories from their past as they negotiate their confidence in using both Spanish and English. In turn, translators at KLN showcase a rhetorical versatility through their movements between languages, one that echoes participants' histories and lived experiences just as much (if not more) than their language skills.

During my interview with Katie, the faculty leader for *KLN*, she referenced cultural and linguistic versatility as integral to the professional training she envisions for all Latino students at her University: "These students have a skill that is both important and marketable. They have to keep practicing translation in order to represent themselves professionally in the world as bilingual communicators. That's what *KLN* is all about."

As Katie and I discussed the deconstruction and negotiation strategies exhibited by Natalie and Bridget during their translation practices, Katie explained that these strategies are always part of translation, even for trained professionals. In addition to her faculty duties, Katie freelances as a translator for an international news network. Though Katie has over 15 years of experience as a translator, she explains that she still experiences translation moments that push her to negotiate, deconstruct, and localize information to fit her intended audience.

For example, Katie recalled a recent story she was translating about fans at a sports event. “Although I knew how to translate the word ‘fans’ into Spanish,” Katie explained, “I also knew that there are many definitions of this term. I knew that I was translating for a Puerto Rican news network, so I wanted to find translations that would fit that culture.” Instead of using her own translations of the word “fan,” Katie decided to call her cousin who lives in Puerto Rico. “I was so surprised when he told me to use the word *hinchas* to mean fans,” Katie explained. “To us [in Cuba], *hincha* or *hinchado* means swollen. I guess metaphorically it makes sense that fans are swollen for their team, but I would have never thought of that word. I used it because I knew I was translating for Puerto Ricans, but that would have never been my own translation.” Katie’s discussion of her own translation moment suggests that the negotiation and deconstruction strategies exhibited by Natalie and Bridget may be a common practice for translators.

As Katie also illustrates through her example, a translator’s experience moving between languages may also influence the strategies she employs to overcome potential communicative discrepancies during translation moments. That is, Katie’s decision to call her cousin can perhaps be attributed to her experience understanding the importance of localizing translations to specific cultures. In addition, Katie seems to have an broader network of resources from which to draw translation assistance. Rather than relying on digital translation tools like Natalie and Bridget, Katie’s first recourse during a translation moment was to call her cousin, another bilingual communicator. As this brief and admittedly limited example suggests, translators with longer translation experience may develop new strategies and networks to localize information for their audiences. While negotiation and deconstruction appear to be a common practice in all translation work,

additional translation strategies may be developed over time. For this reason, as I will show in Chapter 4 through my discussion of translation practices at a professional translation office, it is important for technical communicators to study and value the translation practices of both professional translators and multilingual communicators with limited experience translating for public audiences. As evidenced through Bridget's creative use of digital resources like *Telemundo*, inexperienced translators still exhibit creating translation strategies that can inform the development and use of multilingual technical communication tools and resources. In the following section, I'll conclude with further implications for technical communication researchers and professionals.

IMPLICATIONS

By studying the situated translation practices of multilingual communicators at *KLN,* I was able to trace how multilinguals use deconstruction and negotiation strategies in conjunction with the use of digital translation tools to successfully translate information across languages. I was also able to see how the process of translation causes participants to recall, enact, and even resist their lived experiences with language as they push themselves to communicate in both Spanish and English.

The implications of this research are relevant to the design of digital translation tools, to the successful development of global technical communication tools and documents, and to the teaching of multilingual learners. For instance, understanding how Natalie and Bridget use digital translation tools as sites of inspiration can help information designers working in digital translation to further consider how multilingual users can contribute to the design of digital translation platforms. From these examples, technical communicators aiming to build partnerships and relationships with translators can further

understand the linguistic and cultural knowledge that translators deploy during their language adaptation practices. In addition, technical communicators can begin to further understand how the lived experiences of translators may influence their contributions to specific technical communication projects. For translators like Ana, for example, different aspects of the translation process may be more attainable, not due to her lack of skill or experience, but due to the power structures she's had to navigate which caused her to focus on certain aspects of her linguistic repertoire while leaving others behind.

As we continue building pedagogies to teach multilingual participants, both within technical communication and in rhetoric and composition, it's important for us to consider the impact that our experiences with language may have on our current linguistic practices. That is, asking or requiring students to "mesh" or "switch" languages in our classrooms may yield tension, even for students who are fluent in more than one language, and for students whose heritage language is something other than Standard American English. The movement between languages is influenced not only by our ability to speak more than one language, but also by the confidence we feel (and have been allowed to feel) in our educational training. As Ana emphasizes, after being told "we don't do that here" in reference to practices like codeswitching and code meshing for many years, it may be difficult for multilingual learners to regain the confidence and the will to bring these languages into academic and professional settings.

In addition to connecting translation practices to linguistic and cultural experiences, my analysis of KLN's translation practices suggests that translation is often accomplished via multiple, layered, and sequenced strategies. It is very rare for a translator to only use one strategy during the language transformation process. While some of these strategies—

like deconstructing and negotiating — are not necessarily new, the purposeful, rhetorical use and layering of these strategies (as illustrated by translators like Bridget, Natalie, and Katie) exemplify the complex negotiation of history, culture, and language that takes place as users translate words and phrases into English. These negotiations are most accurately completed by human translators who have enough experience and context to situate information across languages.

Participants like Bridget and Natalie drew upon their own experiences and cultural knowledge to translate in context. Through the negotiation of words like "downtown" and "threaten," participants revealed the benefits of cultural knowledge to the translation process. The transformations of meaning participants were focused on conveying experiences (e.g., emotions about downtown Orlando) than about providing "objective" or literal definitions of the translated words. As technical communicators and practitioners working toward creating user-centered global content, it's important that we consider not only the words we are transforming through the process of translation, but also the experiences, stories, and histories we are referencing and recreating as we move information across languages.

In the following chapter, I'll extend my analysis of translation moments by introducing an additional research site, *The Hispanic Center of Western Michigan*. This site provides a helpful additional layer of analysis by allowing me to continue tracing how different levels of translation experience impact an individual's resources and networks for translation.

CHAPTER 4: TRANSLATION MOMENTS AT THE HISPANIC CENTER

"Los lenguages son VIVOS-Languages are alive. Language moves, it breathes, it changes, and as translators we have to know how to adapt with it. That's a lot of work, and we have to do it every single day, in every single moment"

-Sara Proaño

Figure 7: Sara Gestures as she Discusses Translation at the Hispanic Center

INTRODUCTION

It took several months from the time I first visited the non-profit community center, The Hispanic Center of Western Michigan, to the time I began researching with the Language Services Department that coordinates translation for this organization. Building trust when working with any organization is a complicated, time-consuming process. However, building trust with organizations that work with people of color (who have historically been discriminated against) requires an added layer of engagement,

reciprocity, and good will (Torrez, 2015). It's important for researchers to understand "appropriate roles" for their work with communities, especially when coming into organizations to act as observers or outsiders looking in (Blythe, Grabill, Riley, 2008).

This chapter is an attempt to honor my relationships with the people of *The Hispanic Center* while showcasing the contributions that activities in this organization can make to the field of technical communication. In particular, in this chapter, I extend my research on translation by highlighting how professional translators layer rhetorical strategies (e.g., gesturing, storytelling) as they transform information from one language to another. As the field of technical communication continues to work toward the creation of "global-ready" content that can be adapted across cultures and languages (Batova and Clark, 2015), I argue that we should collaborate with multilingual communicators who have added experience adapting information as they translate for their communities. Furthermore, as we continue working to incorporate students' linguistic histories into our writing pedagogy, it's important for us to consider the rhetorical work that takes place as students move between languages both in and outside of the classroom.

To begin illustrating how translation is enacted by participants at *The Hispanic Center,* I'll start with a story.

My first official interaction with the people of *The Hispanic Center* happened when I volunteered to help with a "Comprando Rico y Sano" (Shopping Tasty and Healthy) event. Sponsored through a grant intended to promote healthy eating choices in the Latino community, this event invited people from the Grand Rapids community to *The Hispanic Center* to learn more about healthy eating options. To help set up for this presentation, I was asked to lay out material—in both Spanish and English—to be made available for

community members as they walked in. For example, we laid out flyers titled “My Plate” or *Mi Plato*, illustrating what the sponsoring organization deemed to be adequate dinner portion sizes (See Figure 8).

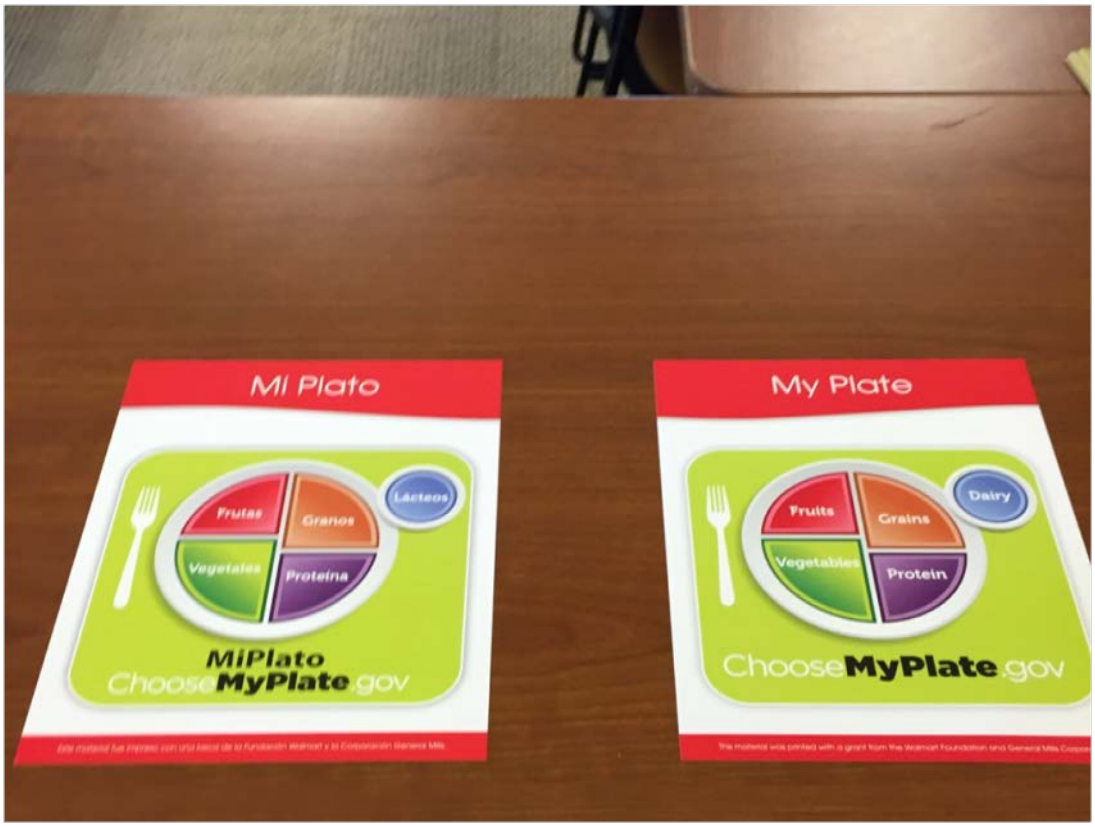

Figure 8: Mi Plato (My Plate) Flyers

As the image in Figure 8 shows, language accessibility is critical to the success of any task taking place at *The Hispanic Center.* All events and activities are open to individuals who speak Spanish and/or English to various degrees. For this reason, all materials in the organization itself and on the organization’s digital platforms (e.g., website, social media spaces) have to be provided in both Spanish and English. Language accessibility in these cases is not a matter of choice or preference, but is instead a critical component of any effort or initiative in this organization.

As the presentation began, the presenter, or *Promotora*, Sandra, began sharing resources and discussing family eating habits for her community (See Figure 9). Sandra presented information primarily in Spanish. She began her presentation by assuring her audience that although they all come from different places, she would do her best to make sure they can understand each other ("*yo creo que nos vamos a entender, aunque somos de differentes paises*" / "I think we're going to understand each other, even though we all come from different places"). Although all the participants in attendance spoke Spanish, Sandra understood that different Spanish countries use different variations of Spanish. Hence, Sandra explained that she would do her best to contextualize information in Spanish to fit the conventions of participants from different South and Central American countries.

Figure 9: Sandra Translates Mazorca

As Sandra continued with her presentation, she paused when discussing corn on the cob as a potential healthy dinner option for the families in attendance. As the video linked in Figure 9 illustrates, Sandra paused her presentation to clarify that at a previous presentation, she had used the word *mazorca* to describe corn on the cob (Click here or click Figure 9 to view the video). An audience member from Mexico at that previous presentation did not interpret *mazorca* to mean corn on the cob, and instead thought Sandra was suggesting she serve dry corn to her family (which did not seem right to her). Hence, in this moment, Sandra let her audience know that "when I reference *mazorca*, I mean corn on the cob," and then she showed a picture of corn on the cob to further clarify what she meant through the word *mazorca*. Following this initial translation moment, Sandra proceeded to pause at several points in her presentation to ask her audience how they define specific words (e.g., "How do you say beans to your kids? How does your family describe grocery shopping?"), in this way negotiating languages as she presented information to a bilingual, multicultural audience that is familiar with Spanish and English to various degrees. She situated the information she was presenting within the context of that specific audience during that specific presentation. Translation, through Sandra's example, required that the communicator not only find a literal replacement of words from one language to another, but that she also localized these words to fit the specific cultural practices of her audience. In this way, as I mentioned in my introductory chapters, translation required both the adaptation of words and the localization of ideas. Translation and localization happen simultaneously in this organization.

As Sandra's example suggests, translation at *The Hispanic Center* is an iterative, layered, human, rhetorical process that requires constant negotiation between people from

different cultures. Translation is not an afterthought, but is instead central to all interactions between people working together to improve the health, success, and access of their community. Effective translation, in turn, relies on the skills and experiences of the people at *the Hispanic Center*, as evidenced by Sandra's use of a previous presentation to clarify a word in a new context. Over time, multilingual communicators gain extensive experience translating information for various audiences (Khubchandani, 1998). Through these experiences (and the resulting communicative strengths), multilingual translators can be a valuable asset to technical communicators aiming to develop resources that serve the needs of increasingly diverse communities. Strengthening collaborations between technical communicators and professional translators can help us work toward the development of adaptable, culturally-situated content, pedagogies, and designs.

In this chapter, I aim to illustrate how multilingual translators develop and deploy rhetorical expertise as they move between languages to translate information. In my previous chapter, I studied how multilingual students working at *Knightly Latino News* translated news stories from English to Spanish to meet the needs of the Latino community in Florida. In this chapter, I extend that initial analysis by focusing on the translation practices of professional translators working at my second research site, *The Hispanic Center of Western Michigan*. Like the student translators at *Knightly Latino News*, professional translators at *The Hispanic Center* also layer various rhetorical strategies to translate information. However, due to their increased experience with translation, professional translators take more time and rely on added rhetorical expertise when working through translation moments for their community clients. In addition, unlike the student translators at *Knightly Latino News* who work at a University to translate and share

news stories digitally, members of the *Hispanic Center's* staff live and work within the community they are aiming to serve. In turn, employees of *The Hispanic Center* develop an immediate, personal relationship with members of the Latino community in Grand Rapids. They hear community member's stories, feel the urgency of community member's needs, and consequently, deeply understand the impact of their work. The people who work at the *Hispanic Center* live in the Latino community in Grand Rapids where the center is located. Therefore, services being provided by the center are relevant to all the people coming into the organization, as employees, volunteers, and clients.

In the following sections, I'll provide a site profile of my second research site, *The Hispanic Center of Western Michigan.* I'll then discuss my methods for analyzing translation moments in *The Language Services Department* at *The Hispanic Center*. I'll provide video illustrations of the translation strategies used by professionals at this site. Then, I'll conclude by discussing how researchers, practitioners, and teachers can use the translation strategies of multilinguals to develop adaptable, rhetorically and culturally-situated communication practices and pedagogies.

SITE PROFILE: THE HISPANIC CENTER OF WESTERN MICHIGAN

In order to study translation moments in practice, I partnered with *The Hispanic Center of Western Michigan*, a non-profit organization located in Grand Rapids, MI.[2] According to the organization's website, the primary goal of the Hispanic Center is to "provide unmet social services to the Hispanic Community in Greater West Michigan."

[2] The leaders of this organization agreed to have their names and information included in this chapter, as this is part of an ongoing collaborative project that highlights the value of this organization and its members.

Because *The Hispanic Center of Western Michigan* aims to provide its community members with opportunities to gain employment, residency, and social assistance in the United States, translation is a critical component of many interactions between the center's staff and its community members. All translation activities at *The Hispanic Center* take place in a branch of the organization known as *The Language Services Department*. There are four different branches within the Hispanic Center, including the Language Services Department, the Immigration Department, the Youth Department, and the Family Support Services Department. Each department has specific programs aimed at improving the livelihood of Latinos in Michigan.

For the purposes of this project, I focus specifically on the Language Services Department and its translation and interpretation services. These services include the written translation of technical documents and the verbal interpretation of conversations between Spanish-speaking clients and their English-speaking service providers. For example, in order to apply for residency, community members visit the *Language Services Department* specifically to translate their birth certificates and other documentation from Spanish to English. In addition, community members who don't speak English frequently come into the *Language Services Department* for assistance with translation as they fill out school enrollment forms or job applications for themselves or their children. Lastly, the *Language Services Department* also employs 22 interpreters (such as Sandra mentioned in my introductory story), who are trained to accompany Spanish-speaking community members to medical appointments, court hearings, or other gatherings where translation is crucial to communication among parties. *The Language Services Department* partners with

several organizations in the city of Grand Rapids to provide language accessibility to Spanish-speaking community members in both verbal and written forms.

Figure 10 is an image illustrating the business model posted in *The Language Service's Department office*. The three "pillars" or cylinders encompassing this model read, "Language Accessibility, Sustainability, Professional Development."

Figure 10: The Language Services Department Business Model

In addition to providing translation and interpretation services for the community, *The Language Services Department* also provides training to bilingual individuals who want to serve their community and develop themselves professionally by becoming certified translators or interpreters. For example, Carla, an interpreter currently working in *The Language Services Department*, worked in a factory packing eggs for 10 years before she entered *The Language Services Department* interpretation training program. Each year, the *Language Services Department* facilitates a training program that introduces interested community members to the professions of translation and interpretation. After the 80-hour training program, some individuals who participated are invited to become employed by

the organization. In this way, the *Language Services Department* continues to provide professional development opportunities while facilitating language accessibility in the community.

The *Language Services Department* is the only branch of *The Hispanic Center* that provides services for a fee. That is, this branch of the Center *c*harges a fee for translation and interpretation services. The profits made through these fees, however, cover the salaries of the translators and interpreters like Carla who have been trained from the community itself. All additional profits go back to cover the over head costs of the *Hispanic Center* as a whole, funding services for the *Family Support Services Department*, the *Immigration Department*, and the *Youth Services Department.* In this way, *The Language Services Department* is the core of *The Hispanic Center* as an organization, covering the overhead costs that make all other branches of the organization viable and sustainable. *The Language Services Department* provides language accessibility to the community through its translation and interpretation services, provides professional development to the community by developing interpretation and translation training programs, and provides opportunities for the community by allowing community members to benefit financially from the organization either through employment with *The Language Services Department* or by participating in other events hosted by *The Hispanic Center* and funded through the fees that come into *The Language Services Department.* In the following section, I'll discuss my methods for collecting and analyzing data within this complex and powerful organization.

METHODS

In the same way that I studied translation at *Knightly Latino News*, I studied translation in *The Language Services Department* by focusing on my analysis of "translation moments." Translation moments are instances in time when individuals pause in their translation to make a rhetorical decision in their transformation of information from one language to another (Gonzales and Zantjer, 2015). Drawing on Steven Alvarez's (2012) concept of translanguaging moments (which stem from Heath's (1983) discussion of literacy events), I developed the "translation moments" framework to situate my study of how multilingual communicators make rhetorical decisions as they translate information across languages.

During my time in *The Language Services Department*, I recorded (through video, audio, and field notes) over 2000 translation moments, focusing specifically on instances where employees at the Hispanic Center made decisions about how to translate a word, phrase, or idea from Spanish to English or vice versa.

For example, as one of my participants was translating a Neighborhood guide for the City of Grand Rapids from English to Spanish, she hesitated in an attempt to translate the word "waste" in the phrase, "hazardous waste disposal in City refuse carts." The translator was not sure if the word "waste" in this context should translate to *desechos* or *residuos* in Spanish. To overcome this translation moment, the translator used digital tools (e.g., Linguee dictionary; Google translate) as well as embodied resources (e.g., a conversation with another translator in the room) to make a translation decision. Through her conversation with the second translator, the decision was made to use the word *residuos* because the translators believed this word to be "more proper" for a formal publication to

be sent out to all residents in Grand Rapids, and because the word *residuos* resonated more with the two translators who discussed their previous experiences hearing and using this word in the context of that community.

To translate the word "waste," the translators involved in this translation moment drew on their previous experiences as well as their research skills to make a choice in translation. They used digital tools such as the Linguee dictionary (www.linguee.com) or Google translate to coordinate their translations, but they combined these digital tools with material, cultural, and historical knowledge (e.g., knowledge about the cultural make up of the community and its linguistic practices, knowledge of how the word *residuos* has been used historically). In the process of making decisions within translation moments, translators at *The Hispanic Center* use various resources, layering digital tools with embodied strategies (e.g., gesturing, storytelling, repeating) that allowed for more accessible translations. Paying attention to both the digital and the embodied interactions of translators allowed me to better understand how participants "organize, dramatize, reflect upon, and understand" information across languages (Sauer, 2003, p. 257). Through this analysis, in turn, I illustrate how multilingual translators have rhetorical and technological expertise that can benefit the field of technical communication.

DATA COLLECTED

In order to study translation moments at *The Hispanic Center*, I collected 20 hours of screencast data and 400 hours of video footage captured during my time at the organization. I also collected 8 months of written field notes, and conducted 12 artifact-based interviews with translators and interpreters.

Table 7: Data Collected at *The Hispanic Center*

Data Type	**Quantity Collected**
Screencast recordings	20 hours
Video footage	400 hours
Written field notes	8 months/74 pages
Artifact-based interviews	12 interviews/ 750 minutes of video footage

I installed Camtasia Relay on a computer in *The Language Services Department* that allowed me to record the translator's mouse clicks and digital coordination patterns (Slattery, 2007). However, as technical communication researchers such as Stacey Pigg (2015) has shown us, screencast data may not provide a holistic illustration of writer's processes, as this method does not allow us to see the embodied aspects of writers who coordinate both digital and material resources to accomplish their work. For this reason, I also collected 400 hours of video footage in *The Language Services Department*, allowing me to see how translators combined digital and material tools and strategies to transform information across languages. The video footage recorded participants' computer screens as well as their embodied interactions.

As I collected the screencast and video footage during my 6 months of observation, I conducted artifact-based interviews with 12 translators and interpreters (lasting approximately 1 hour each). During these artifact-based interviews, I shared some of the video footage and screencast data with participants, triangulating my preliminary analyses with participant's discussions interpretations of the data. In this way, as Geisler and Slattery (2007) and Pahl and Rowsell (2010) explain, artifact-based interviews served as a

way to prompt participant's memory during the interview process while allowing me to avoid making broad assumptions about my participant's translation practices (Geisler and Slattery, 2007, Blythe and Gonzales forthcoming).

During my interviews with participants, I practiced what Ann Shivers-McNair (forthcoming) calls a 3-D interview, which accounts for human and non-human participants as well as the embodied interconnections between the two. For example, since *The Language Services Department* experiences a high frequency of calls and walk-in visitors, artifact-based interviews often consisted of a conversation between myself and a participant which was interrupted by phone call requests for interpretation, or by community members coming into the office to request document translations. The interviews, in turn, were influenced by the environment of the office itself, as well as by input from community members who came in and witnessed our conversations. Rather than ignoring these moments or deeming them to be merely interruptions, I accounted for the ways participants were interacting with me and with other people and objects during the interviews, developing a coding scheme for translation that encompassed human and non-human interactions as well as primary and side conversations. In the following section, I'll discuss the coding scheme and process that emerged from these interactions, before moving onto illustrates the results.

DATA ANALYSIS

Although I collected 400 hours of recorded data, I used my field notes to determine which translation moments I would analyze in the recorded data. For instance, as I worked in *the Language Services Department*, I had a field notebook by my desk while the cameras were recording *the Language Services* office. When translation moments occurred, I would

write down the approximate time of these moments in my field notebook, and would then go back to analyze these moments in the video footage. In this way, I did not have to code every minute of recorded footage, and could instead focus on specific translation moments noted through my observations.

I went through three rounds of coding to analyze my data. First, I analyzed the footage into macro level codes, or the instances and duration of all translation moments. I then used a preliminary coding scheme developed through a pilot study I conducted with Rebecca Zantjer to both get a preliminary count of the codes presented in the data and to develop additional codes in Vivo (Gonzales and Zantjer, 2015). I then conducted a third round of coding with a revised coding scheme to triangulate my analysis. Throughout this coding process, I used data collected during artifact-based interviews with participants to develop and refine the coding scheme. In this way, the final set of codes was developed both through my own analysis and through my participant's reflections on their translation practices.

I ended up with this set of nine codes, which account for the ways participants used cultural, technical, and rhetorical knowledge to transform information from one language to another (See Table 8).

Table 8: Codes and Frequencies for Translation Moments in the Language Services Department

Code	Description	Example 1	Example 2	Frequency
Repeating	Translators or interpreters say a word over and over again in order to determine if the word is an adequate translation.	Carla says "labor" several times when trying to decide if she should use the word *labor* or *nacimiento* to describe a birth.	As she was translating an information packet for an MSU organization, Mery repeats the word "workbook" several times before coming up with a Spanish translation	1086
Deconstructing	Translators or interpreters conjugate a word or find variations of a word in order to make an adequate translation.	Eloy changes the word "afirmar" to "afirmo" in order to provide a grammatically-correct translation on a legal document.	Jaylyn breaks down the word "nacimiento" into the word "nacer" during an adoption document translation.	896
Gesturing	Translators or interpreters use their hands, faces, or other body parts to describe a word or phrase (embodied translation).	Graciela pinches her fingers when saying the word "drawing" during a translation moment.	Sara moves her fingers back and fourth as the attempts to move words around in her translation of a flyer.	787
Use of Digital Translation Tools	Translators use an online dictionary or other platform during a translation moment.	Sara uses Linguee dictionary to find translation options for the word "hero"	Holly uses Google translate to find translations for the word "sede" in a birth certificate from Guatemala	743

Table 8 (cont'd)

Reading Aloud	Translators read their translation in order to see how it might be perceived by a community member.	Sara reads the phrase "pals day" several times when thinking of an appropriate translation for a Children's Museum translation.	As they were proofreading a translation for an anesthesia clinic, Sara and Mery take turns reading the title in order to decide which version of the title fits best within the context of their document.	701
Negotiating	Translators or interpreters choose between several translation options, thinking of a way to best localize or contextualize the information presented.	Sara chooses between *desechos* or *residuos* when referring to waste in a translation for the City of Grand Rapids.	Mery and Sara discuss possible translations for the term "toolkit," deciding to use "kit de herramientas" for their translation.	680
Storytelling	Rather than providing a specific definition, translators or interpreters share a story about how they've heard a word of phrase be used in the past.	Maria explains that she word *alcantarillas* was only used to refer to drains in Cuba, not necessarily sewers.	While translating death certificates for a funeral home, Sara tells a story about how she learned to translate the word "with child" into Spanish after incorrectly writing that a 90 year old woman passed away while pregnant.	643

Table 8 (cont'd)

Sketching	Translators or interpreters draw something to represent the meaning of a word during a translation moment.	Graciela drew a stopwatch for a client during an interpretation when the client was having trouble understanding the time schedule for her medicine.	During an over the phone interpretation, Eloy writes down "home visit" and sketches a house as the tries to come up with the Spanish translation on the spot.	220
Total				**8627**

RESULTS

As evidenced in Table 8, translators and interpreters in *The Language Services Department* combined a wide range of strategies during their translation moments. Table 8 also illustrates the various audiences that translators and interpreters communicated with, including doctors and patients, government organizations (i.e., the City of Grand Rapids), and academic institutions (i.e., Michigan State University). To meet the needs of each audience, translators and interpreters had to consider several different factors, including the reading levels of both the service provider and the client (e.g., the doctor/hospital and the patient), the regional location where the translation or interpretation is being used, and the purpose or objective of the translation work itself. In turn, although all translators and interpreters are considered fluent in both Spanish and English, each individual participant brought a specific set of skills into the translation office.

For example, señora Maria, a 75 year old woman who immigrated from Cuba to Grand Rapids 50 years ago, is often asked to proofread translations after they have been completed by another translator, in order to check the readability and accessibility of a

document for Spanish-speaking audiences. Maria has been an active member of the Grand Rapids community for over 50 years, giving her added experience communicating with Spanish speakers in the city.

Although Maria does not complete the translations herself due to her lack of confidence with and desire to use a computer, Maria has the cultural and historical knowledge to help proofread completed translation projects to ensure that they are accessible to immigrants like herself who are more confident in Spanish than they are in English. She knows the specific terminology that her community members use to reference doctors offices, community centers, and other social services that represent the translation work frequently brought into *The Language Services Department*.

During my time researching in *The Language Services Department*, I also had the opportunity to coordinate and complete translation projects for the organization. This means that I accepted translation requests from clients (e.g., the City of Grand Rapids, St. Mary's Hospital), provided quotes for the translation work, and then assigned each project to a translator for completion. Over time, I got to intricately understand how each translator's lived experiences influenced their success with specific types of projects. For example, Tanja, one of my primary translators, was incredibly successful translating documents from English to Spanish, primarily due to her experiences living in 12 different South American countries throughout her life. Teresa, on the other hand, was both in the U.S. and learned to speak English as a second language. Although Teresa can translate both from Spanish to English and vice versa, her strength is in Spanish to English translations of legal documents. After working as a lawyer for many years, Teresa has extensive knowledge of legal terminology in the English language. By understanding translators'

backgrounds and experiences, I could assign them translations that would be both easier to complete and more accurate for our clients.

Although there were 2871 translation moments in the data, there were 5756 strategies coded. This means that approximately 50% of the translation moments coded required the use of at least 2 translation strategies. In this way, participants in this case study were able to use a variety of tools strategically to successfully translate information for their communities. In addition, translation moments in *The Language Services Department* lasted approximately twice as long as translation moments experienced by student translators at *Knightly Latino News*. At *Knightly Latino News*, translation moments lasted and average of 1:48 minutes. In *The Language Services Department*, however, the average translation moment lasted approximately 2:32 minutes.

Through my conversations with interpreters and translators in *The Language Services Department,* I learned that the added experience of professional translators may lead to longer translation moments. Since professional translators have more experience with translation work, they have developed broader internal dictionaries and more options for translating specific words or phrases. Professional translators, due to their added experience, also have more room to question the accuracy of their translations, and they have developed broader networks through which they can "check their work." For instance, during her translation moments, Sara, the Director of *the Language Services Department*, frequently lingered on a single word for several minutes, walking over to her colleagues to discuss this single word and thus extending the duration of a single translation moment.

Translators and interpreters relied heavily on what I call "embodied translation strategies," which include repeating (*f*=1086) and gesturing (*f*=787). They did also use

digital translation tools (*f*=743) such as Google translate or Linguee, a Spanish-English online dictionary, to translate information. In this way, translators and interpreters used embodied tools in combination with digital tools to reach their multilingual audiences.

The single most frequently used translation strategy in *The Language Services Department* was "repeating," which consisted of translators or interpreters saying a specific word over and over again to make a decision about a translation. Repeating was used frequently as a way for translators and interpreters to draw on their cultural knowledge (rather than relying solely on a digital translation tool) to overcome a translation moment. By cultural knowledge, I'm referencing the lived experiences of translators that they recall in making a decision about what "sounds right" in their translation. When participants repeat a word over and over again to decide if something "sounds right," they are listening for the ways in which specific words or phrases have been used in the past. In turn, these repetitions are a way for participants to use lived experiences to adapt information in new contexts.

When I asked one interpreter, Carla, about her use of repeating strategies during interpretation, Carla explained:

"Sometimes, you repeat things over and over again to see what sounds right. It's something that you can't really look up anywhere else, but if you say it enough, it eventually comes to you."

Through her statement, "It's something that you can't really look up anywhere else," Carla suggests that translation activities in *The Language Services Department* rely heavily on the cultural and linguistic strengths of the translators and interpreters themselves. Using strategies like repetition allowed translators and interpreters in *The Language*

Services Department to cue their own cultural experiences to make a decision about how to adequately translate a word in the moment of translation. Instead of (or in addition to) using an online dictionary or digital resource, translators in *The Language Services Department* use their own experiences to index effective translations. This process of "looking up" words through repetition, in turn, further highlights the rhetorical power of multilingual communicators who have a broad range of linguistic memories to draw upon as they transform information across languages. This rhetorical strength is further leveraged as multilinguals layer translation strategies to accomplish their work.

When I refer to the "layering" of strategies for translation, I reference the purposeful combination of rhetorical, cultural, and technological strategies used by translators and interpreters to overcome translation moments. The image in Figure 11, for example, illustrates how I used ELAN software to code translation strategies in various layers (what ELAN software calls "tiers"). In the specific moment depicted in Figure 11, the translator was using "gesturing" and "storytelling" strategies in combination in order to successfully translate a Bible verse submitted to *The Language Services Department* by a local church. As evidenced in Figure 11, using this video coding tool allowed me to visualize how translators and interpreters were combining or layering strategies to accurately translate information.

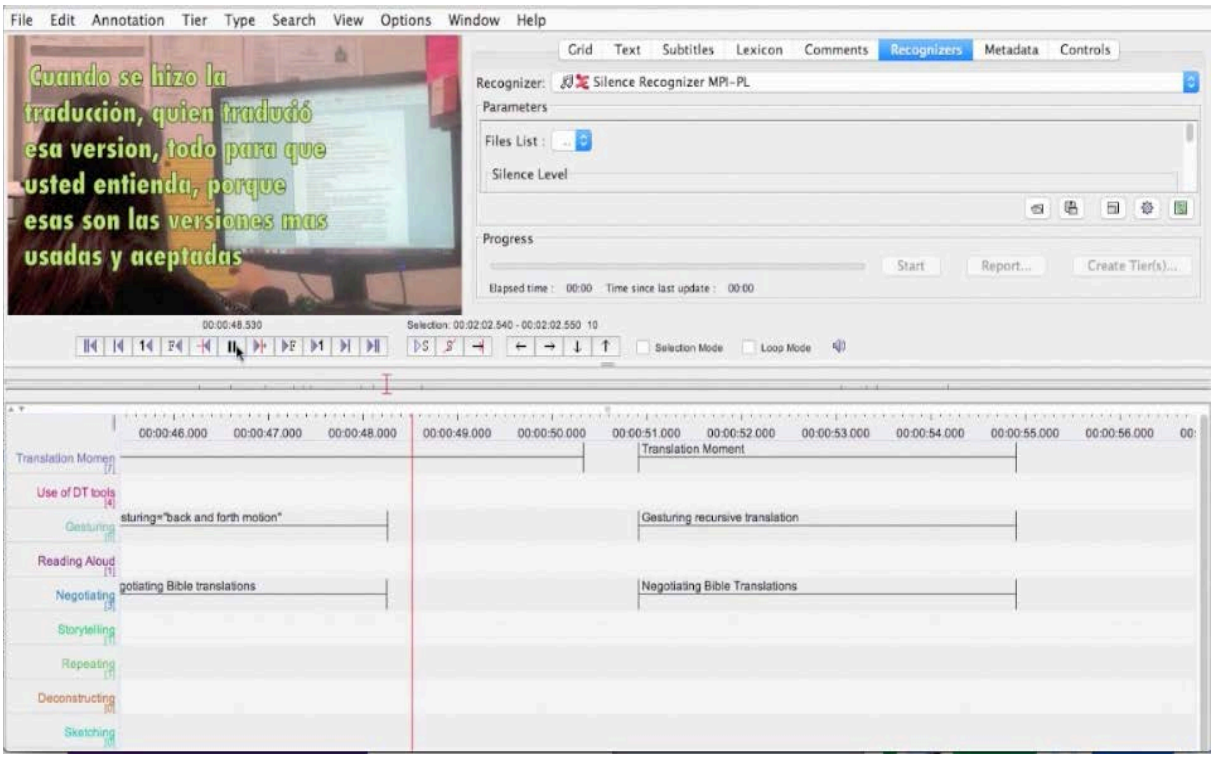

Figure 11: Screenshot from Coding Translation Strategies into Layers

In the image depicted in Figure 4, Sara, the director of *Language Services*, was translating a Bible verse as part of a book project translation being completed for local church. In this specific instance, Sara paused shortly after beginning her translation, and she decided to call another translator, Cecilia, who has specific experience with religious documents. During this conversation, Sara and Cecilia began telling stories about different versions of the Bible and the corresponding translations. Sara used her hands to gesture back and forth as she referenced the various versions she was discussing, before making any decisions about how to proceed with her translation.

During another translation moment illustrated in Figure 12, Sara was translating a flyer regarding an event sponsored by the organization, *Heart of West Michigan United Way*. As she read the English version of the flyer aloud during her translation process, Sara began making back and forth gestures with her fingers, pointing to the computer screen

and moving her hands as she continued reading aloud. Then, within the same translation moment, as she continued gesturing back and forth with her fingers, Sara said:

> *I'm going to start later in the sentence, even though the English version starts with the words "Heart of West Michigan United Way." Rather than keeping the order the same in Spanish, I'm going to start the translation in a different spot in the sentence, because if I start the translation with "Heart of West Michigan United Way," the Spanish-speaking reader will not be compelled to keep reading. Last time we did a flyer translation, when we started with the name of an organization in English, the Spanish-speaking clients did not feel like the flyer was intended for them. So here, I'm going to start differently.*

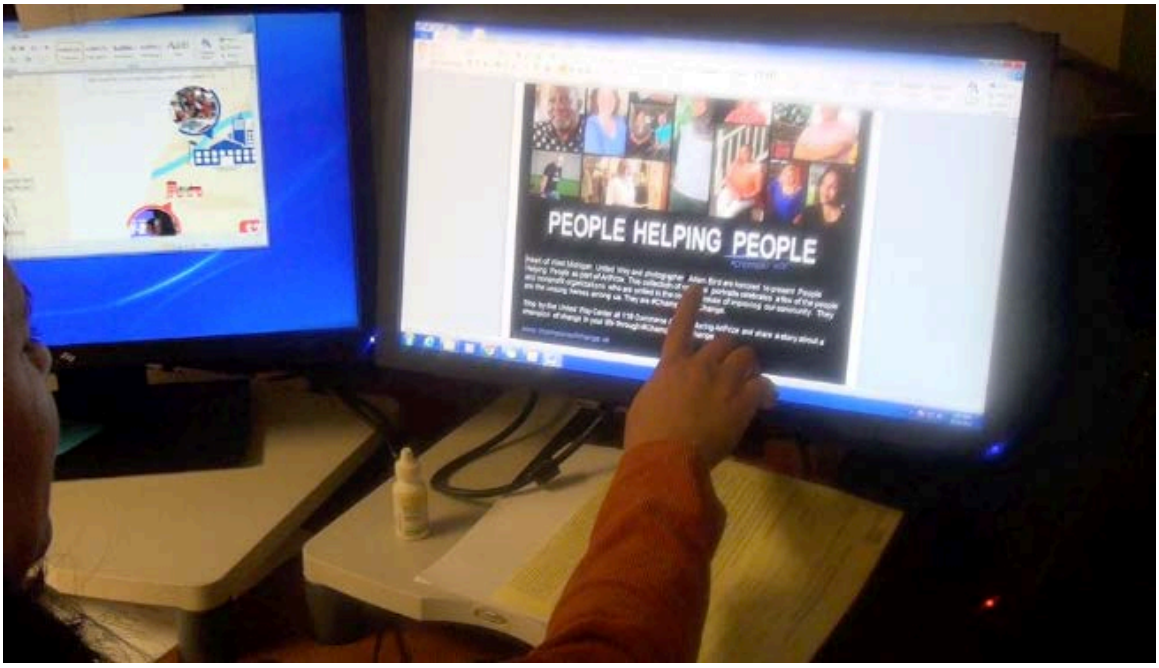

Figure 12: Sara Layers Gesturing, Storytelling, and Reading Aloud to Translate

In the translation moment depicted in Figure 12, Sara combined gesturing and reading aloud strategies when making a decision about where to begin the Spanish version of this flyer. Sara was not necessarily struggling to come up with the translation of a specific word in Spanish. For this reason, using a digital translation tool in this instance would not have been useful. Instead, Sara used her own previous experiences ("Last time we did a flyer translation…") as well as her own embodied practice during the invention

process (gesturing and reading aloud) to make a rhetorical decision that helped her overcome this translation moment.

As she continued translating this same flyer, Sara paused at another translation moment to decide how she would translate the word "champion" into Spanish. During this translation moment, Sara used the digital translation tool Word Reference (http://www.wordreference.com/) to look for a word in Spanish that would signal a "champion" in health insurance rather than a champion of a race or sports event. As she used Word Reference's options to decide which word to use in her translation, Sara repeated each word provided by Word Reference aloud, using her indexed cultural knowledge and lived experiences to decide which word most accurately matches the rhetorical situations in which she has used this term before.

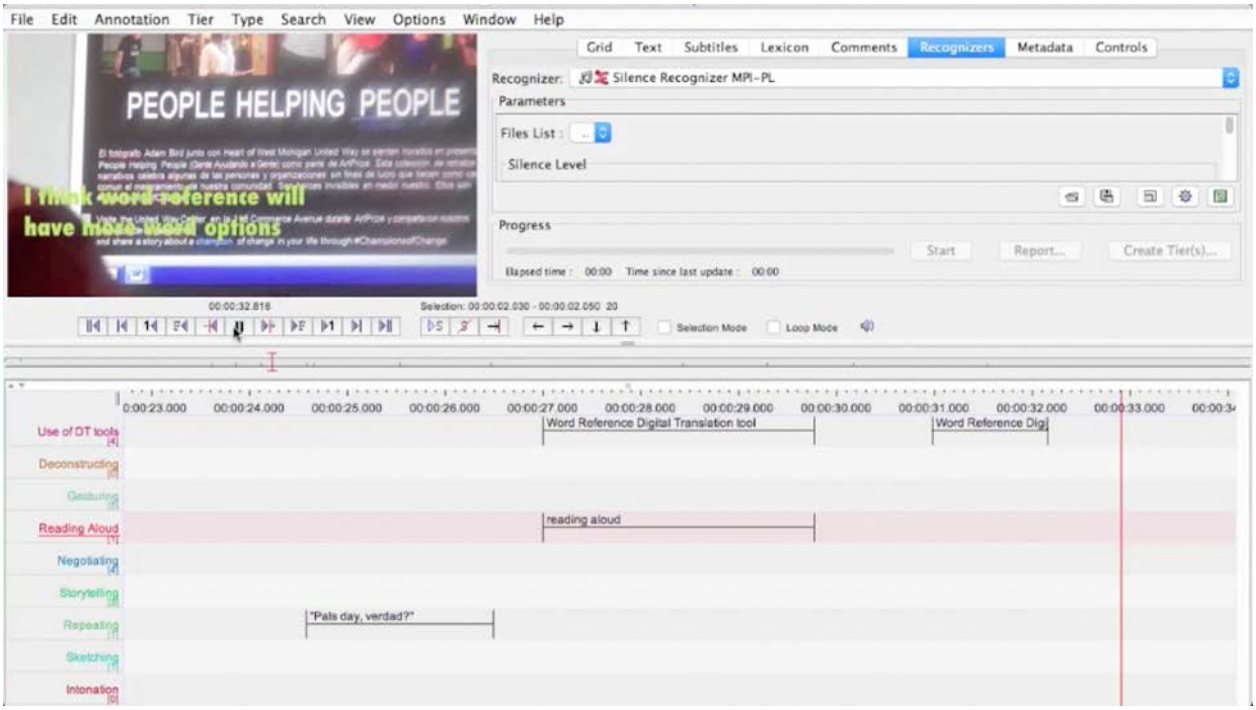

Figure 13: Sara Pauses to Translate the Word "Champion"

Caption: The image presents a translator, Sara, in the upper left hand corner. Sara is sitting in front of a computer. The caption "I think word reference will have more options" is written at the bottom of her image. Below Sara's image, 9 coding categories are written on the left hand

Figure 13 (Cont'd)
side of the screen—"use of DT tools, Deconstructing, Gesturing, Reading Aloud, Negotiating, Storytelling, Repeating, Sketching, Intonation." There are markers noting instances of "Use of DT tools," "reading aloud," and "repeating" on the lower right hand side of the image.

During the translation moment depicted in Figure 13, Sara repeated the words "campeón" and "triunfador" over and over again during her translation process, attempting to trigger her memories regarding previous contexts in which she has seen these words. As she moved back and forth between these two options, Sara began to move her fingers back and forth on the computer screen, touching each printed word and signaling a recursive back and forth movement as she made her final decision. In this way, as she moved through this translation, Sara continued to layer rhetorical strategies to transform information, using her body, her co-workers, and several digital tools to assist during this process.

The video linked in Figure 14 further illustrates how translators and interpreters layer cultural, rhetorical, and technical strategies to accomplish their work. This video presents Sara as the Director of *Language Services*, Eloy, the coordinator of interpreters who assigns interpretation jobs to other interpreters at the center, Carla, who is currently working as an interpreter, Graciela, a more experienced interpreter who has been working at in *The Language Services Department* for over 6 years, as well as me, depicted as I interpret a phone call between a health service provider and a Spanish-speaking community member. Please click the image in Figure 10 or follow this link to view the video: https://www.youtube.com/watch?v=mnwz2iIDDrA.

Figure 14: Layering Translation Strategies in *The Language Services Department*

The video linked through Figure 14 illustrates the constant movement—both physical and mental, that takes place as professional translators and interpreters navigate translation moments. For instance, the video depicts Graciela explaining how interpreters have to work with health care providers and other clients to develop an adequate translation for Spanish-speaking community members (See Figure 14)

Figure 15: Graciela Describes Interpretation

Caption: The image portrays Graciela, an interpreter, sitting in front of a file cabinet as she discusses translation moment. The caption in Spanish reads, "We drew, sketched, did anything to communicate..and we managed, but it was very difficult."

When Graciela says, "We drew, sketched, did anything to communicate…and we managed, but it is very difficult" she signals the ways in which interpreters have to combine visual and verbal modes to accomplish accurate translations. Furthermore, the examples shared by Graciela describe the immediacy and urgency through which successful interpretation happens. When interpreters are on a job, they are translating information in the moment, with little time to second guess their choices. Over time, in turn, interpreters develop a critical awareness to the kairiotic impacts of translation.

In the video depicted in Figure 14, we are also introduced to Carla, another interpreter working for the Hispanic Center. In this short video, Carla describes a linguistic decision she had to make as she interpreted interactions between a doctor and his patient during a birth (See figure 16).

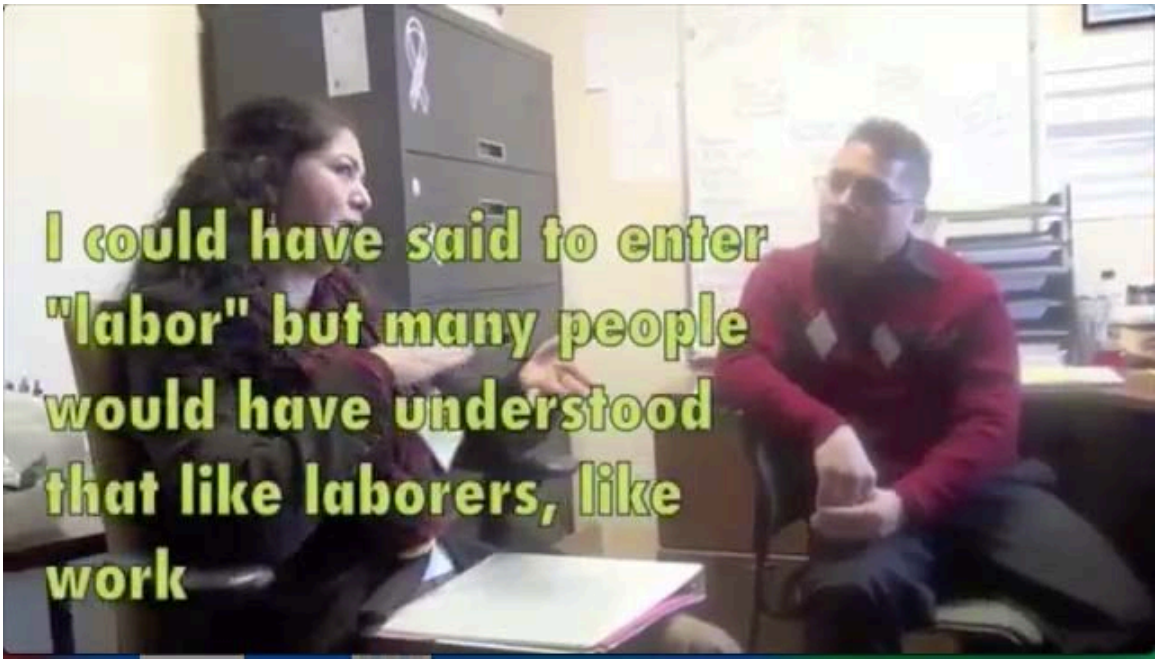

Figure 16: Carla Describes a Translation Moment During a Birth

Caption: The image portrays two interpreters, Carla and Eloy discussing a translation moment. The caption reads, "I could have said to enter "labor" but many people would have understood that [word] like laborers, like work"

As Carla explains, during the interpretation session, the doctor explained that he was going to "break [the patient's] water in order to get the labor started." In that moment, Carla had to make a decision between using the literal translation of the word *labor* in Spanish, which happens to be the same word, *labor*. However, rather than using the word l*abor* in her translation, Carla decided to adjust the language to tell the Spanish-speaking client, "*le voy a romper la fuente para empezar con el nacimiento*," which translates to "I'm going to break your water so that we can get the birth started." As Carla explains in her conversation with the interpretation coordinator, Eloy, "I could have said "to get the labor started," but I knew in that moment that the patient could have misinterpreted the word *labor* to reference a job or profession. In this instance of translation, Carla knew that she had to erase any potential confusion for her clients, especially during the intensity that is

already overwhelming the community member as she is giving birth. In this instance, once again, we see how interpreters like Carla and Graciela leverage any semiotic resource available to them in the moment of translation, combining and layering communicative strengths to facilitate conversations between people from different linguistic backgrounds.

As evidenced in this case study, professional translators layer a variety of different tools, strategies, and resources to adapt information for their community. Often, these tools and strategies require the use of embodied activities, causing translators and interpreters to move their body to communicate information when words are not sufficient or available. Through my work with these participants, I have learned that the embodied aspects of translation are present not only in the visible signs we see through interpreters' gestures, but also in the internal conflicts that take place as participants adapt information in high-stress environments. Translating during a birth, for instance, requires that interpreters take into account a wide range of contextual factors simultaneously, making the best rhetorical decision in the moment, while being aware of the high impact that these translation decisions may have on the livelihood of Spanish-speaking community members. In turn, through my work with this organization, I further understand the humanity embedded in translation, both on the part of the multilingual individual adapting the information and on the part of the interested parties who rely on the translator for successful communication.

SIGNIFICANCE

The primary purpose of this chapter was to illustrate the complexity of the translation process in a professional setting, showing how translation encompasses the use of technical, rhetorical, and cultural knowledge. As evidenced through the layering

translation practices of participants in *The Language Services Department,* translation is a human-centered practice, one that uses (but does not rely on) digital tools. Recent conversations about translation and localization in technical communication argue for the importance of contextualizing (or localizing) information (rather than just mechanically replacing words) when moving content from one language to another (Agboka, 2014; Batova and Clark, 2015; Sun, 2012). In this chapter, I illustrated how multilingual translators effectively contextualize information through the embodied and digital strategies they use to overcome translation moments. Working with multilingual professional translators who successfully localize information, I argue, can help technical communicators in culturally and linguistically situated ways.

As technical communicators continue researching ways to improve the creation and dissemination of content across cultures and languages, the strengths and experiences of trained translators like those in *The Language Services Department* at the Hispanic Center can provide a rich source of data and useful opportunities for collaboration. Recent developments such as the Trans-Atlantic & Pacific Project (TAPP) (an international research collaboration between technical communication students and translation studies students across 6 countries) and the forthcoming "Converging Fields: Connections Between Translation and Technical Communication" conference point to the importance of collaborations between translators and technical communicators. In addition, technical communication researchers such as Walton and Zraly (2015) have begun to push us to consider translation as intellectual practice that is relevant to all technical communication work. As the field of technical communication continues working across linguistically, technologically, and culturally diverse contexts, listening to and learning from the

translation practices of multilingual users will only become more important. Developing frameworks for understanding translation, such as the coding scheme stemming from this case study, will be critical in building the bridges between translation and technical communication that will allow us to continue designing effective tools and user experiences.

In rhetoric and composition, the pedagogical applications of this work can also influence research and pedagogical practices in reference to multilingual writing instruction. Understanding the translation practices of these professionals can help rhetoric and composition instructors value the intellectual work that is often at play in our classrooms, as multilingual students move between languages in both their spoken and written interactions. As we continue developing pedagogies to help us reach an increasingly diverse student body, understanding processes of translation can be a useful step in adapting our pedagogies to include, honor, and enhance the communicative practices of our students. Like the translators in the Language Services Department who brought different strengths to the organization depending on their linguistic/cultural backgrounds as well as their educational and professional training, multilingual students who come into our classrooms also bring specific skills related to their own lived experiences. In developing multilingual pedagogies aimed to meet the needs of students whose first language is not English, composition instructors can benefit from working to identify the specific communicative strengths of all students. Like the translator Maria, each student brings a unique perspective to language and communication, and it is our job as teachers to help identify and strengthen these contributions.

CHAPTER 5: CONCLUSIONS AND IMPLICATIONS

INTRODUCTION

The purpose of this project is to illustrate the tools and strategies that multilingual communicators use as they translate information from one language to another. In particular, I aimed to analyze and present the rhetorical, technical, and cultural skills that multilingual translators use as they navigate what I call translation moments, or instances in time when multilnguals pause to make a decision about how to transform a specific word or phrase from one language to another. The results of this project, as evidenced through the findings of my two case studies, suggest that to contextualize meaning during translation moments, multilingual participants layer embodied strategies (e.g., gesturing, storytelling, sketching), linguistic and cultural knowledge (e.g., deconstructing, negotiating), and the use of digital technologies (e.g., digital translation tools).

By analyzing translation processes as they are enacted by student and professional translators at two different research sites, I present translation as a rhetorical practice that requires the simultaneous use of multiple semiotic resources. By analyzing how my participants translate, I illustrate the intellectual work behind multilingual communication. In this way, I have gathered evidence to support my efforts in flipping the deficit model often used to describe multilingual learners, intricately showing the complex rhetorical work that multilinguals engage in as they communicate with various audiences.

While the evidence provided in the previous chapters is useful in understanding what multilinguals do as they translate information, in this chapter I'd like to draw implications of this project for the field of technical communication and rhetoric and composition. To begin, I'll introduce my argument for making translation more visible in

technical communication research, before presenting further implications through what I call "A Revised Rhetoric of Translation." I present this framework to technical communicators aiming to build relationships with translators in order to create and disseminate culturally-situated, global-ready content. Lastly, I'll move on to share a brief example of how the results of this project can be applied in writing classrooms through the design of a tool intended to help teachers and students translate the language used in writing assignment sheets.

MAKING TRANSLATION VISIBLE IN TECHNICAL COMMUNICATION

In some ways, translation has been considered part of technical communication work for quite some time, helping technical communicators create and disseminate information and technologies across diverse cultures and contexts (Agboka, 2013; Batova & Clark, 2015; Maylath, 1997; St. Amant & Olaniran, 2011; Weiss, 1997). As early as 1997, for instance, Weiss argued, "technical communicators have always been translators, or bridge builders, between different groups and audiences" (p. 322). Here, Weiss used the term "translation" as a metaphor to describe the language adaptations that all technical communicators engage in as they create and distribute content to various audiences. That same year, Maylath (1997) provided one of the earliest frameworks for teaching technical communication students to prepare documents for translation across languages, in an effort to help students gain an "awareness of their own language and its key differences from other languages" (343). As evidenced through these brief examples, translation has been described as either a metaphor for the work of technical communicators or as a supplementary activity that helps technical communicators reach wider audiences. Yet, as Maylath, Muñoz Martín, and Pacheco Pinto (2016) explain, "Despite diverse attempts at

acknowledging the importance of approaching professional communication as translation or as involving translation-related skills (e.g., Hoft 1995; Weiss 1997, 1999; Melton 2008), translation often remains **invisible** both in the literature and in the training of (international) professional communicators" (p. 3, emphasis added).

As much as the word translation has been used metaphorically to describe technical communication work, researchers such as Grabill (2009) note a hesitance to perceive all technical communicators as mere information conduits who metaphorically "translate techno-science for others" (n.pag.). Instead, honoring our roles as researchers and rhetoricians, Grabill (2009) urges technical communicators to leave behind the translation metaphor and "move toward: a focus on rhetorical problems, a focus on groups and organizations, a focus on how things like 'culture' work, [and] a focus on the materiality of rhetorical work." Achieving the moves that Grabill suggests, I argue, requires strong, reciprocal collaborations between technical communicators and translators, experts in both areas who can work together to help diverse people and organizations communicate with each other.

Answering Grabill's call, this project is an attempt to show technical communicators how the literal activity of translation can inform our wider goals as technical communication researchers and practitioners. As my data shows, translation is a rhetorical, community-based, cultural, material practice. In turn, by better understanding translation as an activity in itself (as not just as a metaphor for technical communication work), technical communication researchers can continue building bridges with the multilingual translators who facilitate cross-cultural, multilingual, international technical communication.

As we continue aiming to create and disseminate content across languages and cultures, the connections between translators and technical communicators will only continue to grow. Indeed, drawing on their international project on translation and technical communication, Maylath, Muñoz Martín, and Pacheco Pinto (2016) recently edited a special issue of *Connexions-International Professional Communication Journal*, titled "Translation and International Professional Communication: Building Bridges and Strengthening Skills." In their introduction to this issue, Maylath, Muñoz Martín, and Pacheco Pinto explain that while technical communication research is only recently beginning to show interest in highlighting the importance of translation, research in other areas, particularly within translation studies, "reveals that the fields of translation and professional communication are converging, as practitioners initially trained in one field seek cross-training in the other (Minacori & Veisblat, 2010; Gnecchi, Maylath, Scarpa, Mousten, & Vandepitte, 2011)." In some ways, conversations in technical communication are lagging behind in efforts to build cross-disciplinary connections to assist in the creation of culturally-situated, multilingual content.

In part addressing Maylath, Muñoz Martín, and Pacheco Pinto's (2016) call for "more research and dialogue" between translators and technical communicators, this project introduces translators at two research sites as skilled communicators who rhetorically adapt information for their respective audiences. In order to help technical communicators better understand translation as an activity, in this chapter, I will describe what I call a "Revised Rhetoric of Translation." This framework for understanding translation can be useful to technical communication researchers and practitioners who are aiming to build connections with translators to work successfully in increasingly

international, multilingual contexts. "A Revised Rhetoric of Translation," as I will describe in the following sections, gives technical communicators a framework by which to understand the activity of translation, hence providing a foundation that may lead to more collaborations between these two areas of study and practice.

A REVISED RHETORIC OF TRANSLATION: A FRAMEWORK FOR BUILDING BRIDGES BETWEEN TRANSLATORS AND TECHNICAL COMMUNICATION

After conducting research with the *Language Services Departmen*t at *The Hispanic Center of Western Michigan* (discussed in Chapter 4), I was invited to present the findings of my research at the *2016 Interpreter's Training* being held within this organization. This 8-week training workshop introduces bilingual community members in Grand Rapids to the activities of translation and interpretation[3], in an attempt provide professional development resources to individuals who may be considering these areas as a new profession. While community members who participate in this training have been moving between English and Spanish in their daily communication, they are only beginning to understand translation and interpretation as professions. For this reason, Sara Proano, the director of Language Services and one of the participants I described in Chapter 4, invited me to present this project to the incoming class of trainees, so that these community members could better understand the "technical and professional aspects of translation activities."

[3] As a reminder, translation refers to the written transformation of words from one language to another. Interpretation, on the other hand, refers to the verbal transformation of words between languages.

During my presentation, I asked participants to provide feedback to the image depicted in Figure 17[4], which (drawing on my coding scheme for this project) illustrates the tools and strategies translators in my project exhibited during their translation processes. Through this discussion, community members and I discussed the rhetoric behind translation, noting how translation activities require the use of digital tools, cultural knowledge, and linguistic resources.

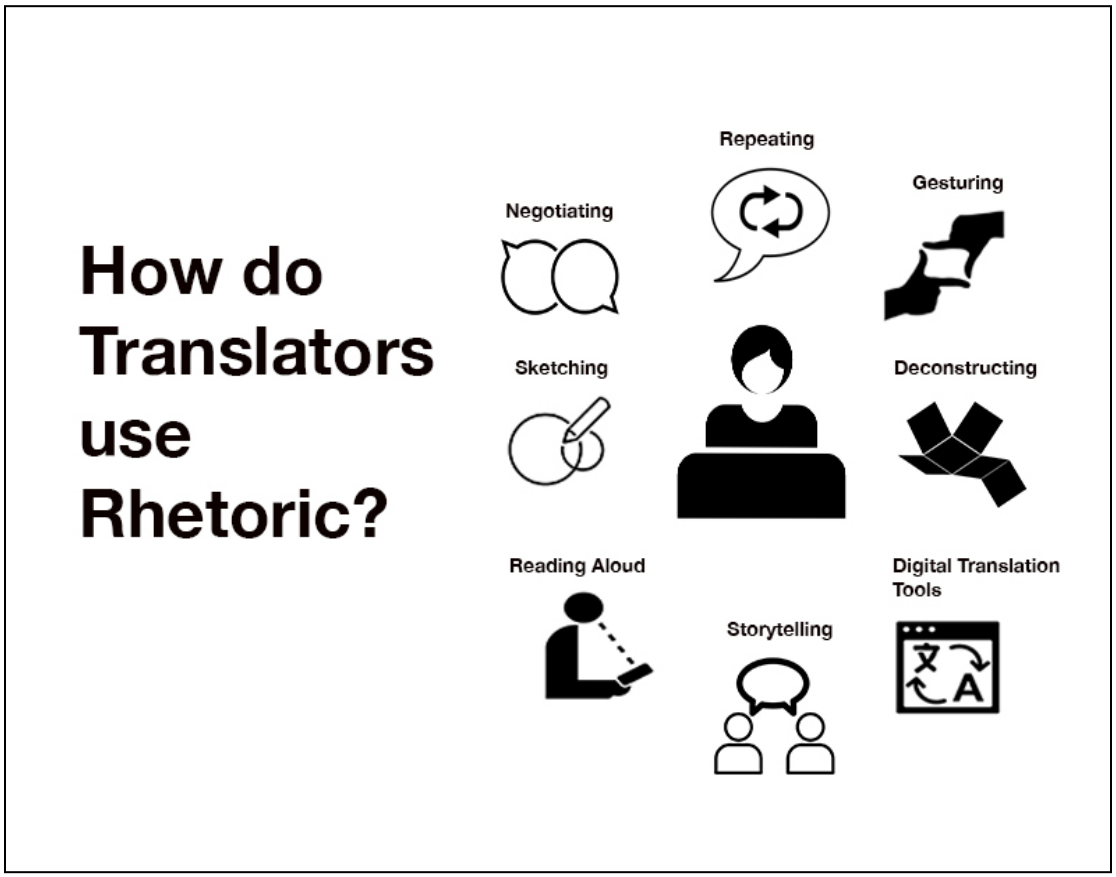

Figure 17: A Revised Rhetoric of Translation as Presented to Bilingual Community Members at the 2016 Interpreter's Training held at The Hispanic Center of Western Michigan

[4] Drawing on Potts' (2014) "Methods for Researching and Architecting the Social Web," Figure 1 illustrates the multiple resources translators use during translation moments. The combinations and connections between these resources remain fluid and contextually-dependant.

As Figure 17 illustrates, the framework for describing translation developed through this project can be used to highlight the rhetorical work of translation, which can help both technical communicators and translators better understand the tools and strategies necessary to adapt information across languages. This framework help technical communicators and translators understand the overlaps in their orientations to language, specifically by highlighting the fluidity and humanity embedded in all communication and the need to contextualize language for various audiences.

In addition to naming and visualizing the activities of translation, the results of this project led to the development of "A Revised Rhetoric of Translation," a framework for connecting technical communication and translation through the following data-driven assertions:

1. Translation is a culturally ~~*neutral*~~ situated process.

Frameworks for theorizing translation as technical communication, such as what Grabill (2009) refers to as the "translation metaphor," often extrapolate translation from its cultural, linguistic roots. That is, using translation as a metaphor to describe all technical communication activities detaches expertise from the multilingual communicators who actually adapt information across languages for their communities. As my data suggests, the activity of translation requires extensive cultural knowledge, demonstrated by translators like Sandra who needed to know several translations for the word "corn" in order to reach audiences from various cultural backgrounds.

When translators repeat information over and over again, they index their cultural knowledge, sifting through information in their mind in order to determine what will "sound right" to a specific population. The accuracy of a translation, in turn, is entirely

dependent on the cultural competence of the communicator transforming information. Understanding technical information or technical communication practices does not necessarily provide the cultural framework needed to adapt information across languages. Therefore, as the data presented in this project suggests, it is important for technical communicators to understand translation not as a culturally neutral practice, but rather as a culturally-situated activity that requires collaboration with cultural experts who intricately understand the audience(s) being targeted in a specific communication event.

2. Translation is a ~~*linear*~~ cyclical process.

Rather than thinking of translation as a "one and done" event that takes place in isolation after a tool or system is designed, the results of this project present translation as a cyclical event. During translation, ideas move from the original language to the target language and back again until the translator(s) are satisfied with their work. The translation processes captured in my data were far from linear and involved multiple instances of negotiation and constellation. Strategies like deconstructing, negotiating, storytelling, and repeating all took place when as a translator adjusted and re-adjusted information through various revisions in the translation process. Based on this finding, it's important for technical communicators to understand that partnerships with translators should account for revisions and redesigns throughout the development of a communication tool or product.

Just like websites and technologies need to be updated to remain relevant, translations should be updated frequently to allow or continuous audience response and feedback. By visualizing the processes of translation as they are described in this project,

technical communicators might better understand the recursive nature of translation, hence orienting their partnerships with translators to account for this flexibility.

3. Translation is a ~~*mechanical*~~ creative act.

In many earlier partnerships between translators and technical communicators, the work of translation was left to the end of the production cycle (Batova and Clark, 2015; Walton, Zraly, and Mugengagna, 2015). That is, when the expertise is positioned only in the hands of the technical communicator, translators are only welcomed into projects post-production, when tools and designs are ready to be shared with international audiences. However, as Walton, Zraly, and Mugengana (2015) explain, "translators always shape data in cross-language research," and must be acknowledged as active participants in technical communication research and practice. The results of this project demonstrate the highly creative work that multilinguals put into translation. The best choice for translation is determined by a number of competing and complex factors considered during translation moments, such as context, culture, and connotation.

Rather than being an algorithmic, mechanical process, translation activities are creative, as evidenced through strategies such as storytelling, deconstructing, and negotiating. During translation moments, multilnguals have to not only consider the grammatical accuracy of a potential translation, but must also develop numerous options for translating a single word or phrase for different audiences. During interpretation, for example, participants at *The Hispanic Center* frequently had to attempt several translation options when working with a specific client, adapting and replacing translations and drawing or gesturing when words were not accessible. In this way, translators were very much intellectual contributors to the information being conveyed in their organizations.

Thus, as connections between technical communicators and translators continue to grow, it's important to consider (and make time for) the creative aspects of translation activities. Translators cannot be expected to mechanically transform information for technical communicators, but must instead be given the time and resources necessary to build and deploy creativity as part of their practice.

4. Translation is an ~~*isolated*~~ community activity.

Although translators are often depicted working in isolation at a computer, the results of this project suggest translation is shared, community-centered practice. Through strategies like storytelling and gesturing, translators in this project worked together to situate meaning for their community. While translators frequently draw on their own cultural knowledge to transform information, often times, the cultural competence of multiple translators is an invaluable asset during extended translation moments. In particular, conversations, stories, and shared experiences help translators develop more accurate representations of information across languages.

Based on this finding, technical communicators and translators aiming to collaborate can develop team-based strategies for creating and disseminating content for multilingual audiences. That is, rather than creating content and then sending it to translators, teams of translators and technical communicators can work together, making space and time to share stories, conversations, and experiences that may strengthen the contributions of each participant. In this way, translators and technical communicators can leverage the rhetorical skills, lived experiences, and professional training of all team members when designing tools and technologies for diverse audiences.

5. Translation is a~~n *abstract*~~ material practice

While the digital aspects of translation have been studied for over fifty years (Chen and Bao, 2007), the material, embodied components of the translation process have been largely ignored, particularly in recent conversations. When translators gesture, sketch, or use their bodies to communicate information for their audiences, they are engaging in the material practice of translation. While some parts of the translation process take place in digital spaces (e.g., through digital translation tools), much of the translation work depicted in this project encompassed the use of embodied, material strategies, which in turn resulted in embodied, material consequences.

As evidenced through the interactions of translators at *The Hispanic Center*, accurate translations frequently require physical movement, as translators use their hands, facial expressions, and voice intonations to reach a common understanding with their audiences. In addition, during the process of translation, and in particular during live interpretation activities, the impacts of translation are also experienced through physical ways, as translators and interpreters empathize with community members who are undergoing medical, legal, or otherwise personal procedures. In these moments, translation is a physical activity with embodied processes and consequences--a human practice.

As collaborations between translators and technical communicators continue to build, it's important for both parties to consider the material consequences of language accessibility and multilingual communication. That is, for many individuals, linguistic access to information is not merely a desired quality, but is instead a critical component for survival. For example, for the community members who work with the translators and interpreters at *The Hispanic Center*, having access to health information is entirely

dependent on accurate translation. In this way, translation activities are not just an afterthought or an added bonus to accessible design, but are instead central to the sustainability of entire communities. As the results of this project suggest, collaborations between technical communicators and translators may provide additional opportunities for language accessibility in multilingual communities, leading to more ethical, culturally-situated technical communication work.

SIGNIFICANCE AND FUTURE RESEARCH: WHERE DO WE GO FROM HERE?

Drawing on the results of my case studies, "A Revised Rhetoric of Translation" presents a framework for technical communicators and translators to develop valuable, reciprocal collaborations. Ultimately, my goal as a multilingual technical communication researcher who also practices professional translation is to continue building bridges between these two fields. After working with translators such as my participants at *The Hispanic Center*, I see the importance in continuing to advocate for the technical and professional aspects of translation work.

Based on my experiences, I've seen that too often, multilinguals (such as the community members who come into *The Hispanic Center*) don't see the professional potential in their linguistic abilities. Similarly, student translators like the participants at *Knightly Latino News* did not always view their translation strategies as part of their professional practice, but instead thought of translation as an "added bonus" to the news broadcasting work that they were already doing. Through my case studies, I've found that multilingual community members often see their own linguistic skills as a deficit, focusing on their lack of proficiency in one language or another rather than noting the rhetorical power that comes from being able to communicate across languages to any degree.

Witnessing training programs such as the interpretation training that takes place at *The Hispanic Center* and the bilingual mentorship taking place at *Knightly Latino News*, and having the opportunity to share the findings of this project with those communities, allowed me to see the importance of continuing to highlight the intellectual, professional potential embedded in language negotiation. Flipping the deficit model used to describe multilingual communicators requires work both within the multilingual community and with the broader public.

In addition to continuing to build partnerships with translators, the results of this project helped me see the potential in making translation work more visible to technical communication research and practice. Building translation courses into technical communication programs and highlighting the value of multilingual technical communication will strengthen the linguistic and cultural diversity of our field while simultaneously broadening the job opportunities for our students. It's important for technical communication students to intricately understand the value of multilingual communication as they prepare to enter an increasingly diverse field.

TRANSLATION IN WRITING PEDAGOGY: AN APPLICATION

In addition to drawing implications for technical communication, the data presented in this project allowed me to begin envisioning applications for rhetoric and composition scholars aiming to acknowledge and leverage the assets of linguistic diversity in their writing pedagogy. For many years now, rhetoric and composition scholars have been arguing for the value of linguistic diversity in academic settings, making space for the diverse communicative practices of student writers. Terms like "code-switching," "code-meshing," and the more recent "translingualism" emerged in rhetoric and composition to

help us move away from the limitations of Standard Written English. As we continue expanding our conceptions of writing and writing instruction beyond SWE, rhetoric and composition teachers, researchers, and practitioners will continue pushing for new pedagogical models that include, leverage, and value the linguistic diversity of our students.

In the remaining section of this chapter, I'd like to share one example of how translation can be incorporated into writing curricula, particularly in reference to the translation and interpretation of writing assignment sheets. To do this, I will share components of a design specification for PromptMe, a web application that facilitates translation between students and teachers on assignment sheets. This project stemmed from an Interaction Design course taken in my graduate program at Michigan State University, where my collaborators and I drew on our experiences as writing instructors to design a system that helps teachers and students communicate effectively.

PROMPTME: A REVISED RHETORIC OF TRANSLATION APPLIED

Although the history of PromptMe warrants more space than this chapter affords, I wanted to introduce the design of this system as an example of the translation practices of multilinguals can be used to design writing curricula. Stemming from a course project, PromptMe is a web application that facilitates translation between students and teachers on assignment sheets. In this section, I'll discuss the design and research behind PromptMe, in this way illustrating how translation can inform writing pedagogies and practices.

The PromptMe design team is made up of three researchers who started working together as graduate students in Bill Hart-Davidson's Interaction Design class at MSU. At the time, all three collaborators were graduate students and writing instructors, with various level of teaching experience. At the beginning of the course, our instructor asked us

to think of an activity we are familiar with and to then imagine what we can make to make the world, through that activity specifically, a little better.

Drawing on our experiences as graduate student writing teachers, and with a focus on language that stemmed from previous research, my design team and I started discussing PromptMe through our desire to understand how communication moves from instructors to students (and back) through the design, interpretation, and translation of writing prompts. In *Designing Writing Assignments*, Tracy Gardner (2008) discusses the complexity in the language used on writing assignment sheets, explaining, "Assignment prompts typically engage in the language of academic discourse and ask student writers not only to complete a writing task but also to complete a task that is explained in language that may not be familiar to them and may recall various previous writing experiences" (6). In developing ideas for PromptMe, my design team and I wanted to use our research on translation to further understand and facilitate how the language in writing assignment sheets is interpreted by both students and instructors.

Our research started by observing students as they met with writing center consultants to work on their papers. We were surprised by how much appointment time (62.5%) was spent in "translations events," or moments where students and consultants had explicit conversations about how specific words from assignments sheets should be executed in student work (See Figure 18)[5].

[5] Translation events inspired the "translation moment" framework used in this project.

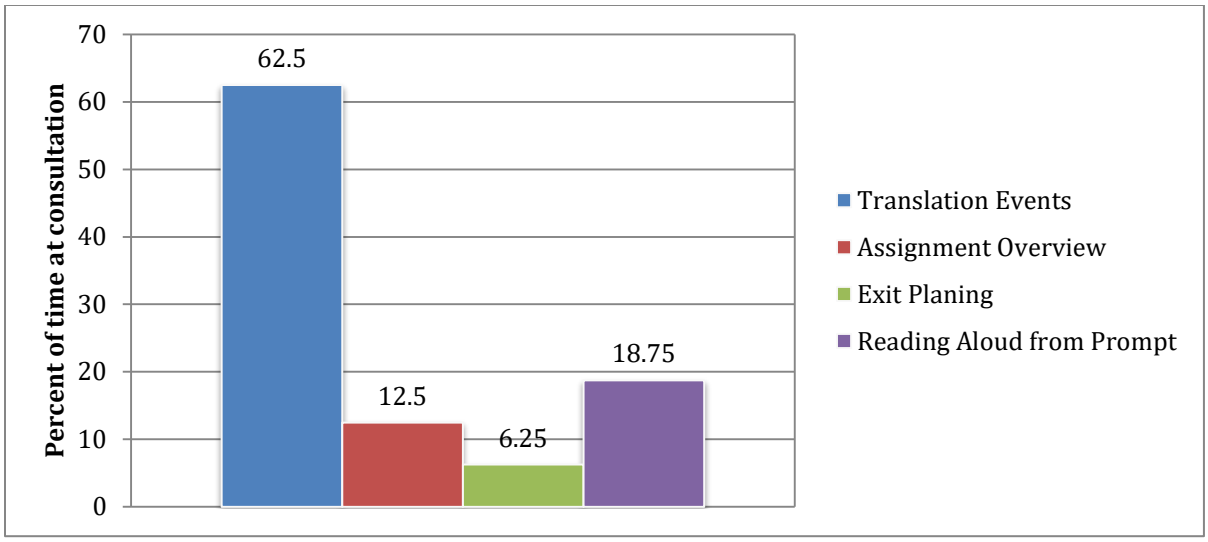

Figure 18: Activities that take place During a Writing Center Consultation

As illustrated in Figure 18, the writing center consultations that we observed consisted of students and tutors discussing a specific writing assignment, reading the assignment prompt aloud, and making plans for future revision. In addition, a majority of the one-hour consultation (62.5% of the time) was spent in translation events, where students and tutors aimed to reach a common understanding regarding a specific word or phrase on an assignment sheet. For example, students and consultants spent a significant amount of time discussing potential interpretations of words like "describe" and "professional." Observing these interactions led us to investigate how translation events shape the interpretation and production of writing.

After realizing how often translation occurred between students and instructors in assignment sheets, we attempted to get a picture of that translation in process. We pulled a random sample of 150 assignment sheets used in the writing program at Michigan State University. We used linguistic analysis software[6] to identify the key verbs in these

[6] We used Linguistic Inquiry Word Count (LIWC) to analyze the language on assignment sheets: http://liwc.wpengine.com/

assignment sheets. The results showed that words like" analyze," "evaluate," "compare," "synthesize," and "reflect" (among others) were popular words used by instructors to guide student performance in their assignment sheets. We then conducted 15 video interviews with students, where we showed one of these key verbs and asked students to describe what they would do if they saw this word in an assignment sheet. The results from these interviews can be seen in the video following this link:

https://www.youtube.com/watch?v=2SzMWLoR4C8

Based on these interviews, we recognized that the words used to describe writing tasks hold a multiplicity of meanings that may lead to misinterpretation. Students' definitions of words used in writing prompts were a) wide-ranging in meaning, b) drawn from previous educational experiences that may/may not be relevant to the current assignment task, and c) based on student opinion rather than concrete description from an instructor. Interestingly, in subsequent focus groups with instructors we experienced similar responses, as instructors had difficulty articulating the exact meaning behind terminology they were using with their students. With both parties uncertain of how to translate written tasks into completed assignments, it is inevitable that there will be errors in the writing process.

Our research on translation event in relation to writing assignment sheets, in addition to my previous training in translation, helped us understand the importance of engaging in conversations about the language we use to design, assign, and describe writing. By better understanding how students process the information that they are presented, we hoped to find an ideal way to both present new assignments and to facilitate the conversation around that document design.

We transformed these pedagogical and theoretical reflections into functional mockups for PromptMe. This tool works by having instructors upload the text of their assignment sheets into the system and selecting a number of review activities for their students to complete. These review activities include: 1) highlighting confusing parts, where students highlight words/phrases in assignment sheets that they are not sure they understand; 2) providing definitions, where students explain key terms from the assignment sheets in their own words; and 3) providing paraphrases, where students explain in a few sentences what they think the assignment sheet is asking them to do (See Figure 18 and Figure 19).

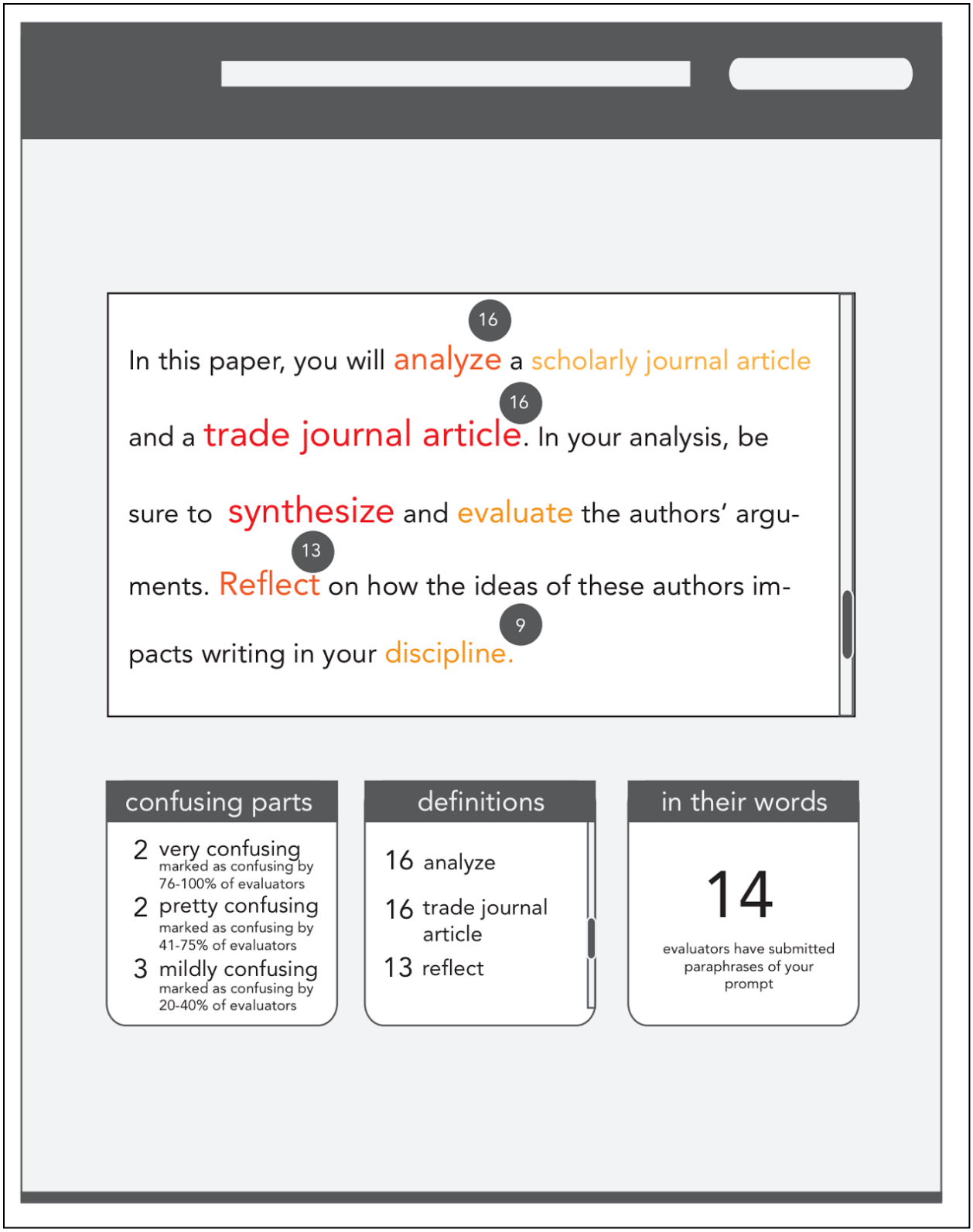

Figure 19: PromptMe Mockup

Figure 18 presents a mockup of the "instructor dashboard" for PromptMe. As the instructor uploads her assignment sheet into the system and asks her students to highlight words that might lead to confusion, the dashboard illustrates the words most frequently highlighted by students. As seen in Figure 18, words like "analyze," "synthesize," and "evaluate," change in color and size depending on the number of students who identify specific terms as confusing. In this way, the teacher receives a visible map of the words that she should focus on when further contextualizing the assignment for her students.

In addition to highlighting confusing words, PromptMe allows teachers to ask that her students provide sample definitions for the words that have been highlighted. In this way, rather than putting all authority on the instructor to determine accurate definitions for particular words, PromptMe provides a space for students to use their own linguistic histories to share definitions that make sense to them. As evidenced in Figure 19, PromptMe shows the instructor the definitions provided by her students, and then gives the instructor the option to "endorse" multiple definitions that accurately reflect her assignment objectives. In this way, by highlighting multiple options, the instructor can further illustrate how there isn't just one correct way to describe a concept. Instead, by drawing on the linguistic strengths of all students, writing instruction can be more accessible to the class as a whole.

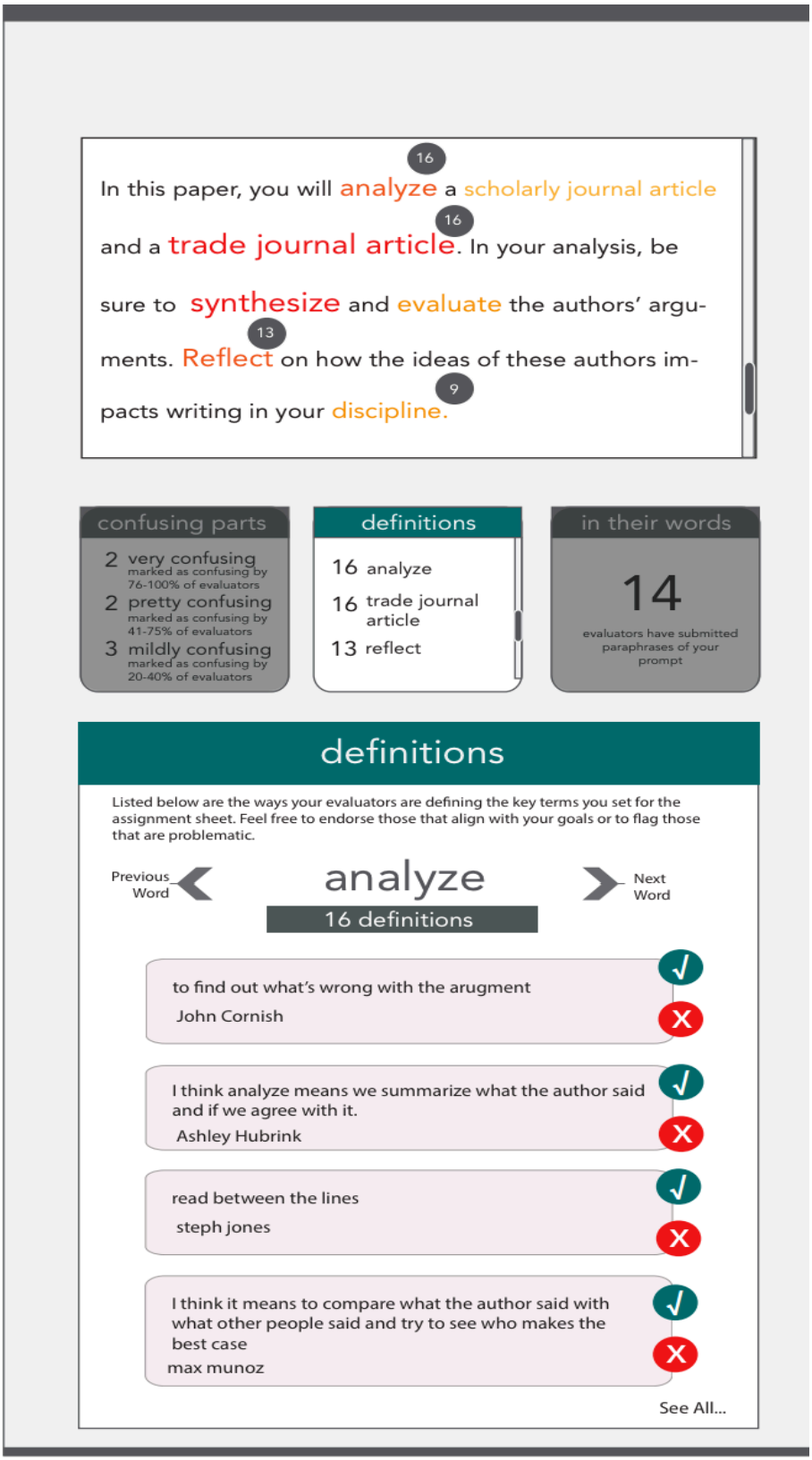

Figure 20: Student-Developed Definitions on PromptMe

In Figure 19, we see the student-provided definitions for the word "analyze," which include, "to find out what's wrong with the argument," "to summarize what the author said and see if we agree with it," and "read between the lines." After receiving these definitions from her students, an instructor can revise her assignment sheets to more adequately reflect students' language. Rather than asking them to "analyze" something, for example, an instructor can use PromptMe to ask her students to "read between the lines" as they read or watch a specific text.

After developing mock-ups for PromptMe, my research team and I have been conducting low tech demonstrations in various writing classrooms at Michigan State. During these demonstrations, we print an instructor's assignment sheet on a large sheet of paper, ask students to use highlighters to identify potentially confusing words, and use sticky notes of different colors to provide sample definitions for these highlighted concepts. Then, we ask the teacher to endorse definitions she finds useful, as we engage in a conversation about the fluidity of language and the importance of reaching a common understanding as we complete writing assignments.

To date, we have conducted 15 low-tech demonstrations in first-year writing classrooms, preparation for writing classrooms, science and technology writing courses, as well as first-year writing instructor training. Consistently, we have received positive feedback from both teachers and students, explaining how the conversation about translation of writing assignments can be valuable and increase student success. During one visit to a "Preparation for college writing" course composed primarily of international students, the instructor commented that she really appreciated using PromptMe because it allowed her to "visualize the translation that [her] students were already doing." In this

way, PromptMe's grounding in translation provides a space to discuss this activity as valuable, intellectual, and relevant to pedagogy. This award-winning design highlights the benefits of culturally-situated technical communication aimed to facilitate conversations between diverse groups of people.

CONCLUSION

In this chapter, I introduced "A Revised Rhetoric of Translation" as a framework to help technical communicators better understand the work of translation in an effort to build further collaborations with practitioners in this area. In addition, I introduced PromptMe as an example of how translation research can be incorporated into writing pedagogy through technology design. Analyzing processes of translation as they are enacted by multilingual communicators with different levels of experience and training has helped me make a case for the value of linguistic diversity in both academic and professional spaces. More importantly, however, this project highlights the intricate work that multilingual communicators consistently engage in as they move between languages to accomplish work.

Although both of my research sites are located in the U.S., participants in both organizations carry with them a broad range of international experiences that constantly influence their communicative practices. Understanding translation, at least in this project, requires an understanding of immigrant survival strategies. That is, the participants I present in this project have been using their linguistic resources survive in the United States, a space that is largely still governed by (white) English-dominant ideologies. To do so, these participants gather, hone in, leverage, and execute any tool or strategy available to help reach their goals. At *The Hispanic Center*, for example, a team of multilingual

individuals has gathered together to do work for their community, leading language accessibility and professional development programs for their people for over 37 years. At *Knightly Latino News*, a team of students, led by a brilliant and ambitions director, are working to shift opportunities for Latin@ students working in the news broadcasting industry. All of these participants, these people, stemming from so many different backgrounds and carrying so many stories, use their language to make change. This project was merely an attempt to listen.

As the fields of technical communication and rhetoric and composition continue working to understand and value the experiences of marginalized communities (in this case multilingual communicators), it's important for us to pause and listen to the work that these communities are already doing. By understanding translation as a practical, relevant, human-driven practice, we can continue to support diversity in technical communication and technical communication not only through metaphors, policies, and theories, but through purposeful and ethical collaborations and partnerships that make us all more successful.

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